DOCUMENT RESUME

ED 456 640 FL 026 851

AUTHOR Klyevanov, Oleksandr

TITLE Making Teaching Lexis and Structures to Adult EFL Learners More Effective through Creating a Learning Community and Fostering Some Specific Learning Skills: A Curriculum for a Short-Term Development Course for Non-Native Speaker EFL Teachers.

PUB DATE 2001-06-00

NOTE 133p.; Master's Thesis, School for International Training.

PUB TYPE Dissertations/Theses - Masters Theses (042)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Class Activities; *Classroom Techniques; Curriculum Development; *English (Second Language); Grammar; Inservice Teacher Education; Instructional Materials; *Language Teachers; *Phrase Structure; Second Language Instruction; Second Language Learning; *Teacher Education Curriculum; *Teaching Methods; Vocabulary

ABSTRACT

This paper is an attempt to design a curriculum for a short-term development course for a non-native speaker English-as-a-foreign-language (EFL) teachers. The purpose is to share experiences in the effective teaching of lexis and structures; to make its participants aware of the importance of such necessities and creating a learning community and teaching strategies for the retention and recycling of lexical and structural terms; and to give its participants practice in designing classroom activities on teaching lexis and structures. Part one provides an overview of the course, and part two gives a detailed description of each day of the course. Objectives, timing, and procedure are indicated for each activity. Part three invites readers to have their own experiences in implementing the course. Apendixes contain a brief description of the activities presented during the course and a list of recommended readings for each day, the end-of-course feedback form, the instructor's checklist, useful tips for the instructor, and a list of extra activities. (KFT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

"Making Teaching Lexis and Structures to Adult EFL Learners More Effective Through Creating a Learning Community and Fostering Some Specific Learning Skills."

(A curriculum for a short-term development course for non-native speaker EFL teachers)

Author: Oleksandr Klyevanov

Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degree at the School for International Training, Brattleboro, Vermont.

Date: June 2001

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
Oleksandr Klyevanov
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

The author hereby grants to the School for International Training the permission to reproduce either electronically or in print format this document in whole or in part for library archival purposes only.

The author hereby does X does not ____ grant to the School for International Training the permission to electronically reproduce and transmit this document to the students, alumni, staff, and faculty of the World Learning Community.

Author's Signature _____

© Oleksandr Klyevanov, 2001. All rights reserved.

This project by Oleksandr Klyevanov is accepted in its present form.

Date June 20, 2001

Project Advisor Claire M. Stanley, Ph.D. Claire M. Stanley

Project Reader Tom Miller Thomas Miller

Acknowledgements: I would like to express ~~my~~ deepest appreciation to Yasmin Cedano, my wife, and David McLeish, my SIT group-mate, who were my unofficial readers and passionate supporters. I owe special thanks to Jon Butt, teacher trainer at the International House School, Poznan, Poland, who introduced me to the view of Noticing. I'm also grateful to Kyra Cubukcuoglu, my colleague at the Riverside Language Program, who gave me constructive feedback on the activities I described in Day Four of this paper. Tom Miller, my mentor and project reader, was of invaluable help for me. His thoughtful questions have given me enough material for a number of potential publications. My final and biggest thanks go to Claire Stanley, my IPP advisor, whose comments helped me become a better writer and a better teacher. I must also acknowledge Oxford University Press, who gave me their permission to reproduce three stories from "Intermediate Anecdotes in American English" by L.A. Hill.

ABSTRACT

Nowadays, EFL teachers are exposed to a large number of different approaches to teaching English. All of them, no matter how much they differ, focus on the objectives shared by all teachers regardless of their theoretical background, namely teaching lexis and structures. However, some approaches ignore what I have come to believe are necessities: creating a learning community, teaching strategies for retention and recycling lexical and structural items. By learning community I mean a group of learners who are focused on learning the target subject of knowledge, who expend their energies on learning, who feel secure being together and working together, and who learn from each other as well as from their teacher. By retention I mean the mental power and skill to retain the language items the learner has been exposed to, and then to be able to retrieve them from the memory and use them for the language production. By recycling I mean purposeful and systematic revisiting and reviewing the lexical and structural items the learner has been exposed to in class.

This paper is an attempt to design a curriculum for a short term development course for non-native speaker EFL teachers the purpose of which is:

- to share its author's learnings on the effective teaching of lexis and structures
- to make its participants aware of the importance of such necessities as creating a
- learning community, teaching strategies for retention and recycling lexical and structural items
- to give its participants practice in designing classroom activities on teaching lexis and structures which would take into account the above mentioned necessities

ERIC Descriptors:

Teacher Education Curriculum

Teacher Education Programs

Teacher Workshops

In-service Teacher Education

Classroom Techniques

Vocabulary

Grammar

TABLE OF CONTENTS

INTRODUCTION	1
PART 1. AN OVERVIEW OF THE COURSE	10
PART 2. DETAILED DESCRIPTION OF EACH DAY	20
DAY ONE	21
DAY TWO	44
DAY THREE	62
DAY FOUR	80
PART 3. TO THE READER	96
APPENDICES	
1. DAY ONE	101
2. DAY TWO	103
3. DAY THREE	108
4. DAY FOUR	110
5. END-OF-COURSE FEEDBACK FORM	112
6. THE INSTRUCTOR'S CHECK LIST	114
7. USEFUL TIPS FOR THE INSTRUCTOR	115
8. EXTRA ACTIVITIES FOR THE INSTRUCTOR	118
BIBLIOGRAPHY	123

To my late father

Learning

is finding out

what you already know.

Doing is demonstrating that

you know it.

Teaching is reminding others

that they know just as well as you.

You are all learners,

doers, teachers.

Richard Bach. "Illusions:

The Adventures of a Reluctant Messiah"

INTRODUCTION

Rationale

Since I began to teach English in 1990, I have taken quite a few teacher-training courses, and no matter how useful they were I would always ask myself one and the same question: What would I have done differently, had I been the instructor? This question came to me, perhaps, due to my curiosity and great desire to experiment. Before I went to the School for International Training, the furthest I had gone in answering this question was a series of six one-hour workshops for Ukrainian teachers of English, but I felt that it wasn't enough.

The idea of writing a teacher development course is a generous gift I got from Robert Hausman, professor at the University of Montana. We met in Lithuania, at the annual conference organized by the Open Society Institute, New York, in November 1998. I had just finished my first summer of classwork at the School for International Training, and I was already thinking of possible topics for my thesis. Robert's questions about my studies led me to the realization that I could design a teacher development course. Since our meeting, I have been thinking about what I would like to tell the participants of such a course. I had a number of different ideas such as giving an overview of the modern approaches to teaching EFL and how they are represented in the most popular course books; focusing only on one approach; focusing on teaching the four Skills; presenting my own adaptations of the activities from some popular course books, etc. All those ideas seemed very attractive (and they still are), but the decision to address the topic of this paper as it is currently formulated came to my mind when I asked myself, "What is it that any teacher would be interested in hearing and talking about?"

My current answer is reflected in the title of this paper, i.e. how we can make teaching lexis and structures more effective[1].

I have several reasons for such an answer. One of them is based on my experience in giving workshops to EFL teachers, both native and non-native speakers. I noticed that the workshops on teaching lexis and structures attracted relatively larger numbers of participants and generated noticably more interesting discussions than any other presentations no matter how exotic they were. Fifty-four out of sixty teachers of English who were participating in my workshops in 1998 and 1999 included 'Teaching Lexis' and 'Teaching Structures' on the list of the five most useful workshop topics.

Another yes! for my choice lies in language itself. All four systems of language: Lexis, Structures, Phonology and Function—are important. At the same time, everyone will agree that it is lexical items that carry the meaning. Intonation can also carry meaning, but without words it turns into meaningless humming, which is only good to express one's mood. Function also 'boils down' to using the right *words and structures* in the right situation.

To me, a language is like a building. Any building consists of blocks or bricks (lexical items). The blocks are not laid in chaos but follow a specific design (structures). The blocks are maid of smaller bits (sounds) which cannot be used otherwise than in the form of the block. Finally, different parts of the building might require different types of blocks (function). To build a house one does not need to go into detail about each bit the blocks are made from, nor does he need to use the widest variety of blocks.

---

[1] By 'lexis' I mean the lexical stock of the language, i.e. words, collocations, fixed and semi-fixed expressions, etc. By 'structures' I mean the grammatical structures of the language at the morphological, syntactic and discourse levels.

What one needs to know is what blocks and how many of them are necessary, and what the design is. The same is true about the language. In order to communicate or express oneself, a person should possess (know) the necessary lexical items and understand the way they should to be put together to form a beautiful and useful construction.

The last but not the least important reason for my choice of the topic for this paper comes from my students. Since I started to ask my students to reflect on their learning in 1998 I have quite often heard them say that the most important things they think they need to learn are 'words, grammar and how to remember all this'.

Focusing only on teaching lexis and structures does not mean that teaching pronunciation and function should be neglected. Teaching the latter two systems from the very beginning of studies can only enhance learning and make the students' learning the foreign language and culture a less painful experience. I also believe that developing a teacher's competence in such areas as "teaching the spirit of the language"[2], "pedagogical chunking"[3] or "tapping the [learners'] reserves"[4] is extremely important. However, the format of this paper requires my focusing on a limited number of issues.

My learning and teaching experience also leads me to believe that teaching English can become more effective if we, teachers, work constantly on creating a learning community, give our students enough guided practice on their retention skills including noticing, and provide constant and purposeful recycling of the language items.

---

[2] Caleb Gattegno, Teaching Foreign Languages in Schools: The Silent Way (New York: Educational Solutions, Inc., 1972), 18-32.
[3] Michael Lewis, Implementing the Lexical Approach (London: LTP, 1997), 197.
[4] Georgi Lozanov, "Interview: Georgi Lozanov and Evelyna Gateva," interview by Setsuko Iki (August 1992), The Language Teacher, Vol.XVII, No.7 (July 1993): 4.

I have noticed that most adult students do not have much time to study. They need to work to support themselves and their families, at the same time, they need to learn the language as fast as possible. This task is already stressful in itself. There is one more source of stress. Adult learners experience a great deal of resistance to learning due to their traumatic learning experiences from their past, and to other distractions, such as "preoccupation with perfection, the ambition to do better than others at all costs, the desire to please the teacher, the fear of failure..."[5] To make learning a less stressful process Dr.Charles Curran suggests that teachers create a learning community.

> In language learning, the skilled acceptance that a knower-counselor offers, becomes especially significant for adults and adolescents, who...have reached the developmental stage of strong, psychological self-consciousness. When one is in a state of aggressive and even painful self-consciousness, it can seem a humiliating experience to struggle with a second language. ... the often necessary suffering in the learning of a foreign or second language during and after adolescence can be especially eased by the gentle warmth and understanding of the language-expert-counselor. As the learner-clients grow to trust the counselor, and so believe that they will not be 'made a fool of' in their ignorance, they can abandon their defenses and so constructively begin to learn.[6]

Having implemented Dr.Curran's ideas in my classes I have come to believe that creating a learning community is one of the necessities that makes teaching English more effective.

Another important necessity is working on student retention. Human memory is unlimited. According to modern science, we only use a tiny part of our memory potential. At the same time the students need to learn fast and I believe that one of the ways teachers can help students is to teach them effective strategies of using their memory, and

---

[5] Shakti Gattegno, What Has Learning to Do With Teaching? (New York: Educational Solutions Inc., 1993), 8-9.

[6] Charles Curran, Counseling-Learning in Second Languages (Apple River, IL: Apple River Press, 1976), 5.

to provide various activities aimed at implementing those strategies. One powerful means of aiding second language acquisition is the constant and purposeful practice of 'noticing',[7] which is also a strategy that the student develops for greater retention. I understand 'noticing' as the learner's ability to see and recognize familiar language items, and also to identify new language regularities. I believe that guided practice of noticing will, eventually, lead the learner to higher awareness of L2.

The last, but not the least important, necessity, that I believe should be extensively utilized to make teaching more effective, is recycling. By recycling I mean revisiting the language items that the learners have already been exposed to. I think it should be done constantly and purposefully, through a variety of different techniques and activities. Recycling is necessary to give the learners an opportunity to "turn input into intake."[8] It gives learners the time and space to process the items that have not been fully acquired or are still misunderstood. This will, eventually, move those items from short-term memory into long-term memory.[9]

All the three necessities, which are creating a learning community, teaching strategies for retention and recycling lexical and structural items, have to be integrated and systematically implemented in the teacher's everyday classroom work.

Design

The design of this course is largely based on my own experience in doing workshops for EFL teachers in Ukraine from 1995 to 1999. All in all, I did about thirty

---

[7] Michael Lewis, Implementing the Lexical Approach (London: LTP, 1997), 152.
[8] Ibid., 47.
[9] Ibid., 47-49.

presentations on different topics, including *Teaching lexis to low-level students, Teaching structures to high-level students, Using songs to teach lexis, Successful strategies for better memory, The Lexical Approach and noticing, Teaching structures and lexis with Jazz Chants, A learning community and effective language learning, The use of board games for recycling language items*, etc. I also used my learning experiences from such teacher-training courses as International House Certificate in TEFL, UK, the director-of-studies training course by Jon Butt, International House, Poland, the Summer MAT Program at the School for International Training, USA, and a three-day workshop on the Silent Way by Shakti Gattegno, USA. The last but not the least important resource that I used to create this course was Kathleen Graves's framework of course development process.

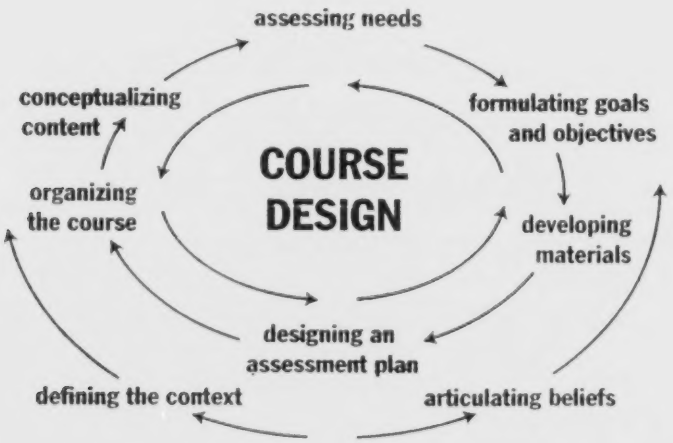

Fig.1: A Framework of Course Development Process[10]

[10] Kathleen Graves, Designing Language Courses: A Guide for Teachers (Boston, Mass.: Heinle & Heinle, 1999), 3.

Being a flow chart rather than a traditional framework, it allowed me to begin at the place where I felt I had something to build this course on. I started with assessing needs, then I moved to developing the materials. At the same time I was working on formulating the goals and objectives. Working on what made sense to me at the moment helped me feel less stressed if I got stuck. In such cases I felt free to switch the focus to some other component of the flow chart and work on it until I would run out of ideas or/and inspiration.

Writing this course was a great learning experience for me. I reflected on and summarized all my previous experience in participating in and doing workshops for EFL teachers. I also read for the first time and re-read some of the books that will be found in the Bibliography list at the end of this paper. Working on Day One of this course, which is focused on creating a learning community, helped me learn more about the Community Language Learning approach. It increased my awareness of the importance of treating the learners as whole persons and working on creating secure learning environment in the classroom. Working on Days Two and Three, I learned more about what memory is, how it works and what teaching strategies are useful for successful retention. I learned what noticing is as a learning strategy and how powerful it can be if practiced systematically and purposefully. From "Implementing the Lexical Approach" by Michael Lewis I learned more about the Lexical Approach and increased my own reservoir of effective techniques. Creating this course also improved my writing. I received extremely valuable comments from Yasmin Cedano, my wife and my first non-official reader, from David McLeish, my SIT group-mate and my second non-official reader, Tom Miller, my official reader, and Claire Stanley, my IPP advisor. They taught me to make my points clear and to organize my

writing so that it is reader-friendly. I also improved my English, especially the use of articles. As a result of designing this course, I have a set of classroom activities that I'm already using with my ESL students. The feedback that they have given me so far indicates that these activities are useful and help them make fast progress.

Overview

In Part 1 of this paper, I give an overview of the course, which includes the goals of the course, the principles and beliefs that the course is based on, the approaches and techniques involved, the course structure, the logistical details, the anticipated outcomes and evaluation.

In Part 2, I give a detailed description of each day of the course. For each activity I indicate its objectives, timing and procedure. Each activity is followed by two subsections. The first subsection, The use of the activity in class, explains why I think the activity is useful for the students and gives some alternative ideas on the activity procedure. The second subsection, To the instructor, presents the instructor with the ideas on how to do the activity with the participants of this course. At the end of each Day there is also time planned for reflecting on the experiences and impressions during the whole day.

In Part 3, I invite the readers to have their own experiences in implementing this course. I talk about adapting this course for different audiences and share my experience in presenting some of its activities to American native-speaker ESL teachers in New York City, USA, in the winter of 2000-2001.

The Appendices contain a brief description of the activities presented during the course and list of recommended readings for each day of the course, the end-of-course

feedback form, the instructor's checklist, useful tips for the instructor and a list of extra activities for the instructor.

In this paper I have employed the generic HE, HIS and HIM referring to the instructor and to the participant to increase ease of reading and economy of space. No discrimination is intended.

PART 1

AN OVERVIEW OF THE COURSE

As it was stated in the Introduction, in this part, I give an overview of the course, which includes the goals of the course, the principles and beliefs that the course is based on, the approaches and techniques involved, the course structure, the logistical details, the anticipated outcomes and evaluation.

Goals

The main goals of this course are:

- to present some effective ways of teaching lexis and structures to adult EFL students
- to develop the participants' awareness of the importance of such necessities as creating a learning community, teaching strategies for retention and recycling lexical and structural items
- to give participants practice in designing activities for teaching lexis and structures which would take into account the above mentioned necessities
- to develop participants' self-sufficiency at utilizing the course content

Other goals of the course are:

- to increase participants reservoir of effective teaching techniques by presenting a variety of activities based on different approaches
- to introduce the Lexical Approach
- to give participants time and space to share their own ideas on teaching EFL
- to give participants time and space to improve their reflection skills

My personal goals for presenting this course are:

- to get practice in different types of presentations, namely the workshop and mini-lecture

- to get participants' feedback on the activities presented

Principles and Beliefs

The following are the principles and beliefs this course is based on:

- learning tells the teacher how to teach, i.e. teaching can only be most effective if it is learning-centered
- students come to class already with some learning skills such as memory, organizing, attention, noticing, will, etc. which need to be practiced and developed
- students are whole persons and should be treated accordingly
- students bring to class their own knowledge of the world which can be used by the teacher to teach them more effectively
- designing activities based on student-generated language is one of the most effective ways to help students learn
- students bring to class their positive and negative emotions such as happiness, hopes, fears, anxiety, etc. which can affect their learning and therefore, they should be taken into account by the teacher
- creating a learning community where students learn from the teacher and other students and the teacher learns from his students is critical for effective teaching
- the desired goal of the learning/teaching process is communicative competence
- the teacher's primary goal is teaching lexis and structures as a complex system, teaching pronunciation and function being basically effective tools in this process
- teacher should provide students with comprehensible input ($i + 1$) so that tasks are both doable and challenging, which are the necessary conditions that lead to lowering

affective filters and at the same time provide a realistic amount of new information to be effectively taken in

- retention strategies are powerful learning skills which have to be constantly and purposefully practiced
- one of the teacher's responsibilities is to give students tasks that would help them notice the language items they have already been exposed to, thus providing necessary conditions for acquisition to happen
- each student has his/her own individual pace of acquisition of the new language items and his/her own learning agenda, hence constant and purposeful recycling of the language is an inevitable requirement of effective teaching
- various and creative ways of recycling language items are one of the keys to effective learning
- creating a learning community, teaching strategies for retention and recycling lexical and structural items have to be integrated and systematically implemented

Approaches and Techniques

In this course I will address a large number of the approaches to teaching English. The Communicative Approach, The Silent way, the Community Language Learning, The Natural Approach, The Lexical Approach, which together form the basis of my personal approach, will be addressed much more than The Grammar-Translation Method, the Audiolingual Method, The Oral Approach, Suggestopedia or Total Physical Response. The latter are used by me only as resources for effective teaching ideas and techniques.

In order to make this course effective the instructor is required to use the following techniques:

1. Experiential learning.[11] Participants will be invited to experience the activities presented by playing the role of students. This technique will be used in its two forms:
   a. all participants will be invited to experience an activity
   b. only a small group of participants will be invited to experience an activity while the rest will be observing it
2. Reflection sessions. Participants will be invited to reflect on their experiences or observations and to share their ideas and feelings in a small group with other participants and with the whole group. Such sessions will take place after each activity, at the end of the morning sessions (before lunch), at the end of the day, at the end of the course.
3. Experience/Observe - Reflect- Hypothesize – Experiment.[12] This is the main framework of the whole course. Participants will be given an opportunity to experience or to observe several classroom activities. Then they will be invited to reflect on their experiences/observations individually or in small groups and then with the whole group. After that, they will be given time and space to hypothesize, i.e. establish connections between their experiences/observations and their own teaching experiences and theoretical resources. An the end participants will be invited to experiment with what they have learned, thus giving way to a new experience.

[11] David Kolb, Experiential Learning (Englewood Cliffs, NJ: Prentice Hall, 1984), 1-58.
[12] Based on the ideas from ibid., 42.

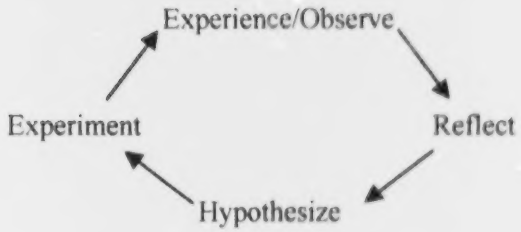

Fig. 2: Experiential Learning Cycle

4. Walk-through activities. Participants will be exposed to activities in which the presenter (the instructor or a participant) will only describe the activity.
5. Mini-lectures. These are 10 to 15 minute talks presenting my vision of the topic of the day. At the end of each mini-lecture there will be time to ask questions.
6. Group work. I believe that this is one of the most productive techniques both in teaching language and in teacher training. Participants will be working in small groups while being involved in classroom experience, reflection activities and while designing their own activities.

Target Audience

This course is designed for a group of between 16 and 20 adult EFL teachers with at least some TEFL training. The instructor needs to have some prior experience with the approaches to teaching English which are the foundation of this course.

Course Structure

The course is designed to last 24 hours. It will take four full days. Each day begins at 9.30 a.m. and ends at 5 p.m.. There are four sessions with a break for lunch and two fifteen-minute coffee breaks.

During the first two sessions, the instructor presents the activities and the mini-lecture related to the topic of the day, and invites participants to reflect and hypothesize on the their experiences/observations for ten-fifteen minutes at the end of each session. In Session Three participants are given time to reflect on the whole day and design activities based on what they learned. Session Four is the time for the volunteers to present their activities to the whole group and after that, to reflect on the presentation.

Each day of the course will be focused on one or two aspects of making teaching English more effective. On Day One, the participants are working on creating a learning community. On Day Two, they continue this work and are also invited to focus on noticing as one of the strategies for retention. On Day Three, the participants focus on other strategies for retention. At the end of the course, on Day Four, they are presented ideas and activities for recycling lexical and structural items.

Mid-course feedback. At the end of Day Two, the participants are invited to reflect on the first half of the course and then to share their ideas and feeling with the whole group.

End-of-course feedback. At the end of Day Four, they are invited to reflect on the whole course and to fill out an end-of-course feedback form.

Provisional Timetable

	Day One		**Day Two**
9.30	**Session 1** Introduction to the course Act. 1 'Learning the Names' Act. 2 'Complete the Sentences'	9.30	**Session 1** Follow-up on Day One Act.1 'I Know. I Don't Know….' Act.2 'Unassisted Noticing'
11.15	**Session 2** Act. 3 'Hello. How Are You?' Act.4 'Information Grid' Mini-Lecture Act. 5 'Have You Ever…?'	11.15	**Session 2** Mini-Lecture Act.3 'Guided Noticing' Reflection on the whole day
12.45	**Lunch**	12.45	**Lunch**
1.45	**Session 3** Reflection on the whole day Designing classroom activities	1.45	**Session 3** Designing classroom activities Presentations
3.30	**Session 4** Presentations Reflection on the Presentations	3.30	**Session 4** Reflection on the presentations Mid-course Feedback
	Day Three		**Day Four**
9.30	**Session 1** Act.1 'What Do You Know About Memory?' Mini-Lecture Act.2 'Did You Notice Anything New or Different?' Act.3 'Scrambled Paragraph'	9.30	**Session 1** Follow-up on Day Two & Three Act.1 'Recall the Text' Act.2 'Travelling'
11.15	**Session 2** Act.4 'The Disappearing Text' Act.5 'You Say a Word, I Say the Sentence' Act.6 'Create a Dialog'	11.15	**Session 2** Act.3 'Throw the Dice' Act.4 'Fruit Salad' Act.5 'I Went to the Mall…' Mini-Lecture Reflection on the whole day
12.45	**Lunch**	12.45	**Lunch**
1.45	**Session 3** Reflection on the whole day Designing classroom activities	1.45	**Session 3** Designing classroom activities Presentations Reflection on the presentations
3.30	**Session 4** Presentations Reflection on the presentations	3.30	**Session 4** End-of-course feedback Closure

Logistical Details

This course requires a full-time commitment by both the instructor and participants. No homework is given to participants during the course, although at the end of each day a list with a brief description of presented activities are handed out. Each handout is accompanied by a list of recommended readings. The instructor has to make sure the necessary amount of handouts is ready.

This course is designed for a group of between sixteen and twenty participants, so that they could work in four or five small groups of four people. My classroom experience leads me to believe that this number is the most productive.

Conducting this course also requires a large and bright classroom with a flexible seating arrangement, so that the participants can easily form a big circle or a number of small ones. Other required materials are: a chalkboard or a whiteboard (with chalk or white board markers), newsprint and markers for instructor, newsprint and markers for each small group (five sets), index cards, masking tape, a tape-recorder, a blank tape, a set of dice, paper for handouts, notepads and pens for the participants (see **Appendix 6)**. It would also be good if the instructor or the institution sponsoring the course took care to provide the necessary provisions for coffee breaks.

Anticipated Outcomes

By the end of the course participants are expected:

- to become aware of the importance of such necessities as creating a learning community, teaching strategies for retention and recycling of lexical and structural items for effective teaching

- to have acquired a set of effective teaching techniques presented by the instructor
- to be able to design their own activities on teaching lexis and structures which would take into account the above mentioned necessities
- have better theoretical understanding of teaching EFL

Evaluation of the Course

To assess the course more objectively the following types of evaluation will be used:

- instructor's own reflection on each day of the course and on the whole course
- ongoing feedback: structured and unstructured
- reflection sessions on each activity and on the whole day
- mid-course feedback: participants will be invited to reflect on the first half of the course in small groups and as the whole group
- end-of-course feedback: participants will be invited to reflect on the whole course and to fill out an end-of-course feedback form (see **Appendix 5**).

This part has presented an overview of the course. The next part will give a detailed description of each day of the course.

PART 2

DETAILED DESCRIPTION OF EACH DAY

As it was stated in the Introduction, in this part, I give a detailed description of each day of the course. For each activity I indicate its objectives, timing and procedure. Each activity is followed by two subsections. The first subsection, The use of the activity in class, explains why I think the activity is useful for the students and gives some alternative ideas on the activity procedure. The second subsection, To the instructor, gives the instructor some extra ideas on how to do the activity with the participants of this course. At the end of each Day there is also time planned for reflecting on the experiences and impressions during the whole day.

DAY ONE

CREATING A LEARNING COMMUNITY

Time	Activity
9.30	**Session 1** Introduction to the course Act. 1 'Learning the Names' Act. 2 'Complete the Sentences'
11.15	**Session 2** Act. 3 'Hello. How Are You?' Act.4 'Information Grid' Mini-Lecture Act. 5 'Have You Ever...?'
12.45	**Lunch**
1.45	**Session 3** Reflection on the whole day Designing classroom activities
3.30	**Session 4** Presentations Reflection on the Presentations

Teaching Objectives for the Whole Day:

- to introduce the course (S-n 1)
- to create a learning community (all S-ns)
- to present effective activities for creating a learning community (S-ns. 1,2,3)
- to give participants time and space to reflect on their experiences/observations (all S-ns)
- to give participants practice in designing activities based on what they learned (S-n. 3)

Session 1

Introduction to the Course

Time: 20 minutes

The instructor introduces himself to the participants and gives them a brief outline of the objectives of the course and the principles and beliefs the course is based on.

At this stage it is necessary to make the participants aware that the instructor does not expect them to share these principles and beliefs or to change their own beliefs radically during the course. What the instructor expects from the participants is their cooperation and effort to be open, to try to understand, to learn and to share what they learned with the rest of the group. The instructor invites the participants to imagine that they are going to be travelers and he is going to be their guide on this voyage. He explains that the whole journey is going to last for four days and along the way they are going to make stops to reflect on the miles or inches covered. It should be also made clear at this point that in this journey some things will be interesting and pleasant, other might not. On this journey they will need a 'traveler's kit': at this point

the instructor introduces the techniques he is going to use during the course (see **Part 1**). The instructor hangs the posters with names of the techniques on the wall over the board and gives a short explanation for each technique.

At the end of the introduction, the instructor invites the participants to tell what they expect to get from this course. Then, the instructor asks if the participants have any questions and gives answers. For the sake of timing, he should not be drawn too far afield.

Activity 1

Learning the Names

Teaching Objectives:

- to learn the names of the participants and some extra information about them
- to help the participants to learn each other's names
- to create a learning community

Time: 30min

Procedure:

1. The instructor starts the activity by asking 3-4 participants their names, e.g.:

- *What's your name?*
- *Gloria.*
- *Nice to meet you, Gloria.*

The instructor repeats the participants' names in order to remember them better and to give other participants the same opportunity.

2. The instructor checks his memory by calling the participants he has interacted with by their names. The whole procedure is repeated twice. Each time the instructor does a 'memory check-up' he calls the names of *all* the participants he has interacted with so far.

3. After the instructor has learned the names of about 10 participants he starts asking more questions: *Where are you from? Where do you work? How long have you been teaching?*

4. The instructor checks his memory again. This time other participants could be drawn into this procedure. The instructor asks them to remind him/her of other participants' names: *Antonio, do you remember the name of that lady who comes from New Jersey? Mary, what's the name of the man who's sitting next to Antonio?*

5. The next three-four participants can be asked any questions (except very personal ones): What's your favorite dish? Have you ever been to California? What did you want to be when you went to high school?, Who did you admire?, etc.

6. At this stage more and more participants should be involved in 'helping' the instructor to recall the other participants names.

7. When all the participants have been asked their names, the instructor checks how well he remembers all the names by calling each participant by his name. The participants are told not to help the instructor if he makes a mistake, but to wait until he has finished. Only then can they help the instructor by calling other participants (not themselves) by their correct names.

8. The instructor invites 3-4 volunteers to check how well they remember other participants' names. In both cases of good and not so good performances the volunteers should be generously cheered.

9. The instructor takes his turn again to recall any details about the participants.

10. The instructor invites volunteers to do the same. At this stage the instructor should require the volunteers to say the name of the person they are going to talk about.

11. The instructor asks the participants to work in small groups and to tell their group the names of as many participants they remember and also the details they can recall.

The use of the activity in class.

This activity is a multi-level activity. All steps except step five are suitable for low levels. While meeting high level students for the first time I also include step five, which involves more complicated lexis and structures.

The range of language items being practiced depends on the group level but will always involve social expressions (e.g. *Nice to meet you.*), names of people and places, numbers, names of events, question words, Tenses: Present and Past. At higher levels it could also be Future Tense, opinions, memories, plans, emotions, etc.

The teacher gradually puts into circulation questions with more and more complicated lexis and structures to test the students' comprehension and to identify their areas of competency and weakness. This gives the teacher an idea of the students' level without having to formally test them. Using the students' responses the teacher can identify the areas of further revision, input or extensive practice. The teacher can also use the language students produced during this activity as a text to work with in class.

This activity allows students use their English in a meaningful situation. They are using it for self-expression when they are answering the teacher's questions and for communication when they are trying to help the teacher recall the names and details

about the other students.

Moving from step to step the teacher also gradually involves more and more learners, hopefully reducing the level of the initial anxiety. Their energy gets directed to doing a useful and interesting task: listening to other students' personal information and trying to help the teacher to retain this information.

The center of the activity is constantly moving, too. From the teacher at the beginning to the whole group at step six, then back to the teacher at step seven. After that the focus moves to some individual students (step eight), back to the teacher (step nine) and then again onto individual students (step ten). In the end (step eleven) the focus is on the small groups.

Lowering anxiety, meaningful and interesting situation, the teacher's personal involvement in doing the task, shifting focus of the activity – all these features help begin to create a learning community from the very first minute of the first meeting with the group.

The learners do not use any name tags and this is also done on purpose: to stimulate them to learn as many names as possible during the first class without relying on visual aids. It is quite challenging, especially for the students who think their memory is not so strong. But the teacher can help them discover their untapped retaining potentials within themselves by making sure the students are involved in the activity by giving them doable tasks to listen and perform, by making sure they feel encouraged and welcomed, and by community building activities all the way through the whole course.

To the instructor.

This activity has two equally important objectives. One objective is to have the participants experience a classroom activity on creating a learning community. The other one is to help them create their own learning community in this course. It would be useful to explain this at the very beginning, so that the participants understand why they are doing an activity that does not seem to be challenging enough for them. Invite the participants to focus their energy and attention on learning about each other.

In general, presenting EFL activities using English is a common practice in all the teacher training institutions. Quite often because of the different second language background of the participants and/or the instructor, it is the only available language that can be used for such presentations, especially for presentations of activities for higher level learners.

If the participants more or less know each other, this activity will take less time. In this case, present one of the extra activities (see **Appendix 8**), e.g. Family Tree or My Most Memorable Day.

Activity 2

Complete the Sentences

Teaching Objectives:

- to create a learning community
- to give learners practice in introducing themselves and other people
- to give learners controlled practice in correct use of Simple Present 3rd person singular form of the verb

Time: 30 minutes

Procedure:

1. (5 min) The instructor gives the participants a list with the beginnings of a number of sentences. Their task is to complete these sentences about themselves. For example, *My name's _____ . I'm from _____ . I'm working as a/an _____ . I live in _____.I've lived there for _____ . In my town, I like _____ , but I don't like _____ . I'm teaching _____(who?)_____(where?)_____ . To me teaching is like_____ .*
2. (5 min) The participants introduce themselves in groups of four.
3. (10 min) The participants work in the same groups and introduce their group-mates to their small group. The participants who are being introduced watch for the accuracy of the information about them.
4. (8 min) Volunteers introduce their group-mates to the whole group.
5. (2 min) The instructor focuses on the language and elicits the target sentences in 3rd person singular.

The use of this activity in class.

This activity helps the students learn more about each other and thus, get to feel more secure working together with the new people. This will, eventually, contribute in creating a learning community. At the same time, this activity gives low-level students a lot of controlled practice in the sentence word order and Simple Present 3rd person singular. This activity integrates all the four skills: Speaking (about themselves), Listening (to the other students' presentations), Reading (what the sentences they have

completed) and Writing (to complete the sentences about themselves). For higher level students the teacher should use more complicated structures, e.g. *If I had a lot of money, I would _____ . I have never _____ . I used to _____ , but now I _____ .*

To the instructor.

At the end of Session 1, allow ten-fifteen minutes for the participants to talk or ask questions about the activities presented. From my experience in doing workshops for teachers I know that after one or two activities have been presented, the participants already have some questions which, I believe, should be addressed right away. Otherwise, the participants will get distracted by their questions and will either try to ask them during the subsequent presentations or withdraw from participating fully in the classwork.

Session 2

Activity 3

Hello. How Are You?

Teaching Objectives:

- to help the learners better memorize each other's names
- to practice greetings
- to get the learners out of their chairs

Time: 5 minutes

Procedure:

The participants mingle (walk around the classroom) and greet each other:

- *Hello Susan. How are you?*
- *Good. And how are you?*
- *Fine, thanks.*

The use of this activity in class.

In a big class, it is always difficult to remember the names of all the other students. This activity helps the learners practice and memorize their group-mates' names. This will lead to better cooperation among and between individual learners. At the same time, this activity gives practice in basic socializing skills, which will help the learners be better prepared for interaction with native speakers. This activity also takes the learners out of their chairs and can be used as a warm-up activity at the beginning of the lesson.

To the instructor.

Mingle with the participants and greet as many of them as possible. Make sure the participants practice only the names and the greetings and do not ask any other questions. If you notice any two or more participants having an extended conversation, be firm and explain the instructions to them again. It is a short activity and the participants have to greet everybody present in the room.

Activity 4

Information Grid[13]

[13] I learned this activity from Kaye Anderson, Director of Studies at International House, Lviv, Ukraine.

Teaching Objectives:

- to create a learning community
- to give learners practice in asking Yes/No questions

Time: 30 minutes

Procedure:

1. The instructor shows the group a poster divided into six equal squares, two squares containing a personal name in each, two squares having a number in each, and the other two squares containing a name of a place in each. All the words are placed at random. The words in each category are written in a different color.

Frank	**Spain**	**11**
35	**Yasmin**	**Vermont**

Fig. 3: An Information Grid

2. The participants are invited to work in small groups to make up *only* Yes/No questions to the instructor to find out the connections of the words on the grid to his life.
3. The small groups take turns to pose their questions. Groups are not allowed to repeat the questions if another group has already asked it, and also the members of small groups have to take turns to ask questions.
4. The activity ends when all the answers have been found out or after ten minutes.
5. The instructor invites each participant to draw the same grid and to fill it in with two names, two numbers and two names of places that are connected with their lives.

6. The participants work in groups of four, each of them taking turns to present his grid and to answer their group-mates' Yes/No questions.

The use of the activity in class.

This activity requires very little preparation but the outcomes, if done properly, are invaluable:

- it can create an attractive opportunity for investment in creating a learning community by turning the teacher from an authority into a human being, who can be asked personal questions
- it pulls the students closer while they try to find out more about their group-mates
- it gives the teacher a better idea of his students' areas of competence and weaknesses
- it gives the teacher student-generated material (text) to build further classwork on
- it involves the students in a meaningful situation and aims their energy at solving an interesting puzzle
- working in groups to prepare question for the teacher gives all students the opportunity to invest in the activity. At the same time making the groups ask their questions in turns and take turns within the groups does not allow more fluent students to dominate
- working in small groups gives more reflective students a chance to learn from more spontaneous students

This activity is mainly aimed at creating a learning community and can also be used during the first lesson. The linguistic goal of this activity is to give the learners practice in asking specific type of questions – Yes/No questions, but it also serves the purpose of enlarging the learners' L2 lexicon.

The Mini-lecture

Time: 20 minutes

This is what I have come to believe since beginning to incorporate ideas of Dr.Charles Curran, the creator of the Community Language Learning Approach, into my teaching practice in 1998.

I believe that creating a learning community is critical for effective teaching. This issue has three different aspects that I would like to discuss: the learning aspect, the affective aspect and the educational aspect.

1. Learning aspect. First, let's have a look at what adult students bring to class. They bring to class different knowledge of L2. Even complete beginner learners, who come to class with zero knowledge of L2, bring their own impressions, stereotypes and ideas of L2. Since learners have different personalities and different learning styles, learners acquire different language items at different paces. It never happens that all the students in the group learn absolutely the same things on the same day. This difference is one of the reasons why learning from each other is so important.

   Secondly, in order to learn L2, students do not need to be focused only on their teacher. I believe and this is what I have noticed in my classes, that they can learn from their group-mates as effectively and as fast as from their teacher.

   Thirdly, if students listen carefully not only to their teacher but also to other students, they get exposed to much larger listening input both in terms of variety and repetition than if they were focused only on the teacher. According to Michael Lewis, creator of the Lexical Approach, this is one of the ways they acquired their L1 lexicon and this is also one of the ways they will effectively acquire their L2 lexicon. He

writes that "in both L1and L2 a mature lexicon is acquired in very similar ways – firstly by large quantities of listening which is comprehensible, and later by similar quantities of comprehensible reading."[14]

Finally, learning in a community provides students with meaningful situations for using their L2. It also provides the teacher with the language materials he can build further activities on. The chats on everyday topics that involve both the learners and the teacher are as effective as the traditional language lessons. If the teacher uses all the opportunities such conversation lessons give him, it will only make teaching more effective.

(At this point it would be good to check understanding of the participants: *Do you have any questions so far?*)

2. Affective aspect. It is common sense that people usually feel more comfortable and secure in a community where every one knows each other's names, and also some details of each other's lives. My classroom experience leads me to believe that if the teacher is open and honest with the learners about himself, about what he is going to do to help them learn and about the feeling he has during the teaching and learning process, then learners feel more and more trust in their teacher. What do comfort, security and trust give to an adult language learner? According to Dr. Curran's research in the mid fifties, these feelings can help adult learners cope with the anxiety that most of them experience in great amount at the beginning of the language learning process. In the article dedicated to the Community Language Learning (CLL) Approach Patricia L. Tirone states,

[14] Michael Lewis, Implementing the Lexical Approach (London: LTP, 1997), 86.

> Too much anxiety caused self-defeating behavior which diverted their (learners') energies from the learning task. … language learning experiences were re-designed so that the learners could begin to have secure relationship with one another and the teacher. Through this security and trust adult learners were provided an alternative experience in which their initial anxiety could be converted into positive energy for the learning task, thereby facilitating learning. [15]

Earl W. Stevick also points out that, "to the extent, and on the levels one feels secure, one is able and willing to assert oneself – one's existing purposes, motivations and needs as well as one's existing cognitive resources – into what is going on, and to give it attention." [16]

I believe that the feeling of security also helps learners focus not only on the teacher, who is already expected to help them, but also on their group-mates, who in a learning community become another useful resource. People are more likely to pay more attention to those who they know than to strangers. As Charles Curran claims:

> An intense atmosphere of warmth and belonging is produced which deeply relates each person not only to the teacher-knower but to everyone in the learning group. This kind of security and support from one another and the expert [the teacher], is almost the exact opposite of the atmosphere created by competitive…classroom individualism. The student never feels isolated and alone but rather always senses the strong reassurance, help and positive regard of everyone else.[17]

In my teaching practice I have also come to believe, and in this aspect I completely agree with the CLL ideology, that a learning community does not only mean a closer relationship between learners but also between learners and the teacher. In a learning community the teacher is more of a friend. He is a friend who knows more and is eager to share his/her knowledge and skills, who will support the learners,

---

[15] Patricia L. Tirone, A Glimpse Into the Counseling-Learning Approach to Community Language Learning (Ft. Lee, NJ: Counseling-Learning Publications, 1985), 1.
[16] Earl W.Stevick, Working with Teaching Methods: What's at Stake? (Boston, MA:Heinle and Heinle, 1998), 69.

but still remind them of their own responsibility for their leaning, who will encourage enthusiastically and constructively criticize.[18]

(At this point it would be good to check understanding again.)

3. Educational aspect. Both the students and the teacher bring to class their own knowledge of the world. I have noticed that to the extent that people feel secure in sharing their ideas, learnings and feelings, in pursuit of a common goal (learning English), they influence each other's personalities much more than they could ever imagine. In a learning community, not only do people learn a language; they also learn about life. They discover new things about themselves, their lifestyles and their attitudes. Charles Curran believes that "learning is persons". [19] He also claims that "the learning process is… an interaction or 'interflow' of persons."[20] Ultimately, this interaction leads to personal changes. For example, after an hour talk about children and computers in the modern world some mothers in my class became aware of the differences between the generations. One of them said that now she better understands her son's emotional withdrawal from her, and that she herself wants to learn computer skills to keep up with the boy. In another class, by the end of the term a group of four students reported that they had developed an interest in art. What helped them was our visits with the whole group to different museums. Those students even showed me a plan of their tour for the whole year ahead.

A learning community means that every one is learning. What does it mean for the teacher? It means that the teacher is also learning. He is learning the students:

---

[17] Charles Curran, Counseling-Learning in Second Languages (Apple River, IL: Apple River Press, 1976), 1.
[18] Ibid., 45-51.
[19] Ibid., 2.

their needs, abilities, interests, backgrounds, hopes, fears, attitudes, etc. This will help to develop or to find materials to match the students' needs and present them in a very interesting and clear way.

As one of my high-level students announced during a reflection session, "There is no teacher in the world who knows you as well as you do." To me, this means that if the teacher really wants to be helpful to his students, he should make a genuine effort to create an environment in which the students would feel secure enough to communicate their needs openly. A learning community provides such an environment. By working in a learning community, the teacher is also learning about teaching by getting experience in adapting ready-made materials or by developing his own materials. In my opinion, there is nothing as professionally inhibiting as doing one and absolutely the same thing over years.

The teacher is also learning from the students. The knowledge of the world they bring to class can be very different, interesting and useful. For example, in one of my classes, due to a whole class chat about modern technologies I became aware of latest developments in the field of the computer and robot science. A student in another class turned out to be a professional writer who gave me his creative works to read. And in all classes I learned a lot about the students' native countries.

Finally, the teacher is learning about himself. Keeping pace with the students' learning makes the teacher constantly face new challenges. By doing his best to cope with those challenges, the teacher grows professionally, personally and eventually comes to realize how much real use he can be for the students. Foe example, a class

[20] Ibid.

of mine was so interested in learning as much authentic English as possible from songs that it pushed me to develop quite a successful series of activities based on some popular modern English pop and rock songs.

(This is the end of the lecture and time to check understanding of the last part.)

To the instructor.

During the lectures the participants are expected to listen attentively and to take notes. At the end of each day, hand out photocopies of the lecture. At the beginning of the following day allow ten-fifteen minutes to talk about the previous day and to answer questions if any.

Activity 5

Have You Ever....?[21]

Teaching Objectives:

- to create a learning community
- to give practice in asking question about life experiences using Present Perfect
- to give practice in summarizing information and using such structures as *None of us..., Ten of us..... Most of us..., etc.*
- get the learners out of their chairs

Time: 35 minutes

Procedure:

[21] This activity is based on 'Find Someone Who' from Mario Rinvolucri, Grammar Games (New York: CUP, 1996), 35.

1. (2 min) Each participant gets an index card with two verb phrases, e.g. *fly in a jumbo jet, meet a VIP, etc.* They have to make up Yes/No questions about life experiences using Present Perfect and these phrases, e.g. *Have you ever flown in a jumbo jet? Have you ever met a VIP?, etc.*
2. (10) The participants mingle and ask their questions to all the people present in the classroom. They also have to count how many YES and NO answers they get.
3. (2 min) Individually, the participants summarize the results of the survey by making up sentences about the whole group, e.g. *All of us have flown in a jumbo jet. None of us held a snake. Ten of us have been to Spain., etc.*
4. (5 min) The participants report to small groups of five people.
5. (5 min) Volunteers report to the whole group.
6. (10 min) The instructor invites the participants to think of other verb phrases they would use for this activity. He also asks if there are any other structures the participants would use this activity to work on.

The use of this activity in class.

Like the rest of the activities presented during Day One, this activity is aimed at creating a learning community. By answering the target question the learners share their life experiences, can open up to each other and, hopefully, learn from each other.

This activity gives practice in using verb phrases in a meaningful context. It also allows to practice a great number of different structures:

- Simple Present, e.g. *Do you cook dinner for yourself/your family?*

- Simple Past, e.g. *Did you go to the movies/mall on the weekend?*
- Modals, e.g. *Can you swim/cook/play chess? Could you swim when you were ten?*
- Conditionals, e.g. *Would you scream if you saw a ghost?*
- Comparatives, e.g. *Do you think the people in small towns are friendlier than the people in big cities?*
- Prepositional phrase, e.g. *Are you afraid of spiders? What are you thinking about?*

To the instructor.

During step six, write the participants ideas on newsprint. At the end, add the structures from the above subsections if they haven't been mentioned by the participants. Also be ready to be asked a question about the difference between 'Have you ever..?' and 'Did you ever…?' British native speakers never use the latter, because they consider it incorrect. However, in American English 'Did you ever…?' is acceptable. The word 'ever' already indicates that this is a question about a life experience.

Session 3

Reflection on the Whole Day

Time: 40 minutes

Teaching Objectives:

- continue creating a learning community
- give the participants practice in reflecting on what and how they have learned

- help the participants realize the importance of creating a learning community for effective language teaching
- get the participants feedback on the activities presented

Procedure:

a. (15min) The instructor invites the participants to work in small groups to answer the following questions:

- *What did you learn?*
- *What helped/hindered your learning?*
- *How did you feel at different stages of the day?*
- *Did you have any feelings about your feelings?*

b. (15min) The instructor invites groups to share their responses with the whole group.

c. (10min) To help the participants become fully aware of how effective it is to create a learning community the instructor addresses the dynamics of the participants' own feelings about the group and himself during the first day:

- *How secure do you feel now?*
- *Do you feel any more trust in the instructor and/or the other participants than you did at the beginning of the day?*

All the reflection activities in this course follow the same format. So, for the rest of the reflection sessions I will only give the timing and suggested questions. If the format of the reflection session is intended to be different for a particular day or session, I will give more detailed description of its procedure.

Designing Classroom Activities

Time: 50 minutes

Procedure:

1. The instructor invites the participants to work individually for about twenty to twenty-five minutes to design their own activities based on what they have learned.
2. The participants work in small groups. Each person has five minutes to talk about his activity to the group. The groups can use the rest of the time to discuss the activities presented or to share their own experiences in creating learning communities.

Session 4

Presentations

Time: 60 minutes

Volunteers are invited to present their activities to the whole group. Presentations could be done either in the form of talking about the activity or actually getting the whole group or a number of the participants to experience it. If there are not enough volunteers the instructor presents some of the activities from **Appendix 8**.

Reflection on the Presentations

Time: 30 minutes

Procedure:

1. The instructor asks the presenters to comment on their presentations:

- *How do you feel about your presentation?*
- *How did you feel before/during /after the presentation?*
- *What did you learn from your presentation?*
- *Any other comment?*

2. The instructor invites the rest of the group to comment on the presentations.
3. The instructor checks the pace.
4. To make the community creating experience of the whole day complete it would be good if the instructor shared what he/she learned and felt during the day with the whole group.

DAY TWO

TEACHING STRATEGIES FOR RETENTION. NOTICING.

Time	Activity
9.30	**Session 1** Follow-up on Day One Act.1 'I Know. I Don't Know....' Act.2 'Unassisted Noticing'
11.15	**Session 2** Mini-Lecture Act.3 'Guided Noticing' Reflection on the whole day
12.45	**Lunch**
1.45	**Session 3** Designing classroom activities Presentations
3.30	**Session 4** Reflection on the presentations Mid-course Feedback

Teaching Objectives for the Whole Day

- to present effective activities on teaching lexis and structures (S-ns. 1,2)
- to introduce the notion of Noticing and present an activity on it (S-n. 2)
- to give participants time and space to reflect on their experiences/observations (all S- ns)
- to give participants practice in designing activities based on what they learned (S-n.3)
- to continue to create a learning community (all S-ns)
- to get mid-course feedback (S-n.4)

Session 1

Follow-up on Day One

Time: 10-15 minutes

The instructor briefly reminds the participants of what they did on Day One and invites them to ask their questions concerning the creation of a learning community. It would be useful for all the participants if when asked a question, the instructor first invited the rest of the group to try and answer it.

.

Activity 1

I Know. I Don't Know. I'm Not Sure.[22]

Teaching Objectives:

- to revise the familiar lexis and to present new lexical items

Time: 15 – 20 minutes

Procedure:

1. The instructor shows the participants a newsprint sheet with all their names written at random and in different places.
2. The instructor hangs the poster on the board and gives the participants only four minutes to put those names in three categories: a. I know; b. I don't know; c. I'm not sure.
3. (3 min) The instructor invites one or two volunteers to read their 'I know' lists. Then, he invites one or two other volunteers to read their 'I don't know' lists. Finally, one more volunteer reads his 'I'm not sure' list.

[22] I learned this activity from Matthew Fellowes, Director of Studies at International House, Lviv, Ukraine.

4. (5 min) The participants work in groups of four or five to compare their lists of names. The instructor should make it clear that at this point the participants are expected to read only. They should not help their group-mates to identify the people whose names they do not know.
5. (5 min) The groups report to the whole group about the lists of their members: size, any names that appear frequently on either lists, etc.
6. (5 –10 min) The participants work in groups of four or five again and help each other to identify the participants whose names they do not know or are not sure about. Before starting this step, the instructor tells the participants that they are expected during this activity to shorten their 'I don't know' and 'I'm not sure' lists as much as possible.
7. (5 min) The instructor invites volunteers to report publicly the names they have learned today.

The use of the activity in class.

This activity is very effective when used to teach lexis. By using a list of words/phrases the teacher tests what his students already know ("I know" and "I'm not sure" lists) and presents some new vocabulary ("I don't know" and "I'm not sure" lists). This is a list of sixteen words from a Beginner class that I have taught: *shirt, pants, shoes, socks, suit, hat, blouse, skirt, dress, sweater, jacket, pajamas, bathrobe, slipper, underwear, coat.*[23]

---

[23] Dorothy G. Liebowitz, Basic Vocabulary Builder (Chicago: National Textbook Company, 1988), Unit 2.

The total amount of all the lexical items should be about twenty. The amount of anticipated new lexical items should not be more than one third of all the words/phrases on the word splash. If there are more new items, it will be too difficult for the learners to take them in.

Step two needs to be very short to make sure that the students' lists genuinely reflect what they have or have not acquired. At step three volunteers read their lists to the whole group to have other students compare their lists with the ones they hear. This can help all students see that other students can have the same problems as they do and, hopefully, it can help increase their feeling of security and comfort. Also, it gives the students good listening and speaking practice. The same is true about steps four and five. At step six, students get a chance to learn the new lexis. This process continues at step seven.

It will be unrealistic to expect the students in a real EFL class to be able to help their group-mates with all the new words/phrases. Some vocabulary will be still unfamiliar. To make sure students understand the meaning of all the new lexical items and also to further consolidate what they already know I always prepare a set of pictures illustrating the presented lexical items.

First, I spend some time showing the pictures to the whole group to elicit the corresponding vocabulary. Then, I give each small group (four or five students) a similar set of pictures to follow my example.

An effective follow-up for this activity would be to practice the structures that are often used with the presented lexical items. For example, if the teacher presented the names of clothing, the relevant structures would be Present Continuous; *I'm wearing X.*

She/he's wearing X.; question forms: *What's he/she wearing? What do you like to wear?*; phrasal verbs: *put on, take off, dress up*; etc.[24]

To the instructor.

During the group work make sure you spend at least a little time with each small group. Tell the participants that in a real class this activity requires a set of corresponding pictures. Ask the participants the following questions:

- *What lexical items would you practice if you used this activity in class?*
- *What structures would you have your students practice as a follow-up to such lexical groups as 'The Calendar'(Present Simple: is; Past Simple: was), 'Materials' (Passives: X is made of Z; Present Simple: X gives us Z.), 'The House' (There is/are, Present simple with the verbs describing everyday activities, etc).*

Activity 2

Unassisted Noticing

Teaching Objectives:

- to give the learners practice in unassisted noticing
- to help them become aware of the importance of noticing as a strategy for retention
- to present the Human Computer technique

Time: 45-50 minutes

Procedure:

[24] For more ideas see ibid.

1. (2 min) The instructor explains what he and the participants are going to be doing.
2. (5 min) The instructor hangs up a poster with the following dialog in Russian which has been transcribed using the Roman alphabet:

- *Privet. Kak diela?*
- *Khorosho. A u tiebia?*
- *Normalno. Kak tvoi uroki angliyskogo?*
- *Nichego. Tiazhelo, no intieriesno.*

The instructor asks the participants to look at the dialog silently for about a minute. Then, he reads it three times: first time naturally, second time slowly, and the third time again naturally.

3. (2 min) The participants read the dialog silently to themselves.
4. (2 min) The participants try to read the dialog in pairs and then, change the partner and try to read it again.
5. (10 min) The instructor explains the Human Computer to the participants and invites six volunteers to work with him. The rest of the group observe this activity.
6. (5 min) The instructor invites the whole group to guess the meaning of the whole dialog and of each word. He writes the direct translation of the Russian words into English underneath each word as the students guess.

- *Hello. How business?*
- *Well. And at/in you?*
- *Normally. How your classes English?*
- *Nothing. Hard, but interesting.*

Then, he invites the whole group to work out a literary translation of the dialog:

- *Hello. How are you doing?*
- *Good. And you?*
- *O.K. How's your English class?*
- *Not bad. Hard, but interesting.*

7. (5 min) The instructor asks the participants to work in small groups and to focus on what they noticed about the target language (Russian) while doing this activity. For example:

- *There are no verbs in the dialog.*
- *There are question words in Russian.*
- *Russian punctuation is similar to English punctuation.*
- *The suffix '-ogo' in 'angliyskogo' is pronounced '-ava'.*
- *The letter 'o' is pronounced 'o' in a stressed syllable and 'a' in an unstressed syllable.*
- *There are no auxiliaries in Russian questions, etc.*

8. (10min) Groups report to the whole group and the instructor writes the participants' ideas on newsprint.

The use of this activity in class.

When I was working in Ukraine, I used this activity in the first lesson of English for students who were complete beginners. Of course, the dialog that I presented them was in English and it was written in the Roman alphabet. Most Ukrainians and Russians are familiar with it. At the same time, most English native speakers are not familiar with

the Cyrillic Alphabet, so that is why for the sake of time I use the Roman alphabet to present this activity in the course.

This activity presents the target language in a meaningful situation, which is not too difficult to figure out even if the learner does not know the meaning of most of the words. The main objective of the use of this activity in class is to help the learners work out some kind of a general idea of the language they are going to learn. The teacher does not give it to the learners. Instead, they have to practice their noticing skills in order to see what makes English similar to and different from their native language. At the same, the learners get a chance to learn some useful language for an everyday situation.

This activity also introduces the learners to a teaching technique, which is radically new to them, i.e. the Human Computer. It is radically new to them, because it moves the focus of a pronunciation practice completely. The teacher no longer chooses what the learner is going to practice. It becomes the learner's responsibility. At the same time, the learner does not just imitate the teacher as it happens in the classical drills. He is expected to notice what he says correctly and what he does not say correctly by listening attentively to himself and the teacher, and then, to experiment on the basis of what he has noticed.

I learned this technique from Tom Miller, an ESL instructor at the Riverside Language Program, New York City. He presented it at his workshop on the Community Language Learning Approach at the School for International Training in July 1998. In this activity the learners sit in a semi/circle. They choose a language item (a word, a phrase or a sentence) they want to practice. When someone is ready, he raises his hand and the teacher stands behind him. The learner says the chosen language item and the teacher

repeats it after the learner. The teacher does *not* imitate the learner, but says the target item correctly. It is the learner's choice now either to continue practicing the same language item or to chose a particular part of it, or move to another language item. The teacher's task is only to echo the learner and to be the *correct* echo. This echoing finishes when the learner stops.

The Human Computer is a learner-controlled technique. The learner chooses what to practice, when to begin to practice and when to finish. It is also the learner's responsibility to listen carefully to the teacher and to the other learners. This will help him to better notice the difference between the teacher's and his and/or other learners' pronunciation. The next step for learner would be to raise his hand and to experiment with what he has noticed.[25]

To the instructor.

I included this activity in this course to give the participants practice in unassisted noticing, which is the main objective of this activity. So, it is important to have the participants not to discuss the Human Computer technique at steps seven and eight. At these steps, they are expected to talk about what they have noticed about the foreign language. Tell them you are going to spend some time talking about this technique at the end of Session 2, during the Reflection on the Whole Day.

If some participants speak Russian, present the same dialog in some other language, e.g. Spanish, French, Swahili, etc.

---

[25] For more on Human Computer see Jennybel Rardin and Daniel Tranel, Education in a New Dimension (East Dubuque, IL: Counseling-Learning Publications, 1988), 133.

Session 2

The Mini-lecture

Time: 20 minutes

In this lecture I will dwell upon the view of Noticing. The term was introduced by Michael Lewis, the founder of the Lexical Approach. He writes that, "the key idea of noticing informs all Exercises and Activities in the Lexical Approach."[26] He argues that,

> ...exercises and activities which help the learner observe or notice the L2 more accurately ensure quicker and more carefully-formulated hypothesis about L2, and so aid acquisition which is based on a constantly repeated Observe-Hypothesize-Experiment cycle.[27]

Such exercises and activities "raise learners' awareness of the lexical features of L2..."[28] I believe that such practices can also raise learners' awareness of the structures of L2. This will be demonstrated in Activity 3.

In my opinion, Michael Lewis's view of Noticing closely resembles Charles Curran's idea of discrimination,

> In order to master a language, the student must accurately identify the sounds he is hearing, their meanings as words, and their grammatical usage. Without conscious concentration on such discrimination, persons may assume they know something when, in fact, they still do not.[29]

I understand Noticing as the learner's ability to see and recognize familiar language items and to identify new language regularities. It leads to higher awareness of L2 and eventually, to internalizing the language items so, that in the future they can be

---

[26] Michael Lewis, Implementing the Lexical Approach (London: LTP, 1997), 52.
[27] Ibid.
[28] Ibid.
[29] Charles Curran, Counseling-Learning in Second Languages (Apple River, IL: Apple River Press, 1976), 8.

produced unconsciously. In my opinion, the latter is the ultimate goal of any language learning process.

There are three major mental processes that make Noticing happen: recognition, discrimination and comparing. When you saw the dialog you recognized the Roman alphabet: you noticed the familiar letters. When you heard the instructor read the dialog you recognized some sounds: you noticed that some sounds are familiar to you. At the same time, you discriminated between the familiar sounds and those, which didn't sound so familiar, were different. Some of you must have also noticed that there are words and sentences in the dialog. You discriminated the words and even parts of speech. Some of you tried to compare the structures in the dialog with English structures. And while we were doing the Human Computer you compared the instructor's pronunciation with that of yours and noticed the similarities and the differences.

Who made you do all that mental work? Did I (the instructor) tell you to do that? What was guiding you?

(**To the instructor.** At this point wait till some participants give some answers.)

The above are the examples of what I called unassisted Noticing, which is the type of Noticing that depends on the learners level of awareness of their second language and their learning. It does not require any outside triggers, such as the teacher's questions. It happens on its own as a result of higher level of awareness, great attention and energy invested in focusing on the task in hand. Different learners are at different stages of such awareness. I see our task as teachers to help them develop their awareness and to constantly practice it. That is a different type of Noticing, which I called guided Noticing.

The activities that follow will help you better understand the idea of Noticing.

To the instructor:

To maximize the participants' understanding of the idea of Noticing put all the quotes from the lecture on newsprint poster and hang each of them on the walls along with citing them. After the lecture, give the participants some 5 minutes to read the quotes and reflect silently.

Activity 3

Guided Noticing

Teaching Objectives:

- to give students practice in guided Noticing
- to raise their awareness of L2

Time: 30-35 minutes

Procedure:

1. (2 min) The instructor explains the origin of the text he is going to have the participants work on (see **To the instructor**).
2. (10-15 min) The instructor tells the participants to work individually to complete the following instructions using the text suggested. The instructions should be written on newsprint paper and hung up on the board.

Instructions to the activity "Sandra lives on 116th Street.":

- *Identify and list all the Tenses used in the text. Focus on the form.*

- *Put them in the following categories: a. about the Past; b. about the Present;*
- *about the Future.*
- *Find the words that mean: a. an apartment; b. to travel; c. animals that live with people in their homes; d. gifts; e. to receive; f. money you pay to your landlord.*
- *Write a list of all the question words/phrases in the text.*
- *Find a question about a job.*
- *Find the opposites of: a. uncomfortable; b. move out; c. ugly; d. farthest; e. adults.*
- *How would you classify all the questions.*
- *Any other comments on the language in the text*

2. (5-7 min) The participants share their answers in small groups.
3. (5-7 min) Groups report to the whole group.
4. (5-7 min) The participants are asked what other tasks they would add to the list.

To the instructor.

To present this activity to the participants I use the text produced by the students in one of my Low Intermediate classes[30]. I asked them to think of as many questions as they could to the following sentence: *Sandra lives on 116th Street.* The result was astonishing. Here are the response-questions my students came up with.

1. What kinds of presents does she like to get?
2. Where does she live?
3. How long has she lived there?

[30] Based on Penny Ur & Andrew Wright, Five-Minute Activities (New York: CUP, 1998), 65.

4. Who lives on 116th St.?

5. How many people live with her?

6. Who does she live with?

7. What kind of building does she live in?

8. How long is she going to live there?

9. Have you ever met her?

10. How old is she?

11. Is she pretty?

12. If she couldn't live on 116th St., where would she live?

13. Is her apartment comfortable?

14. Where is 116th St.?

15. How much rent does she pay?

16. What does she do in the evenings?

17. Does she have any children?

18. When did she move in?

19. What's the nearest subway station to her place?

20. Does she want to move out?

21. What does she do for a living?

22. Does she work or study?

23. How long does it take her to get to work?

24. Does she have a big apartment?

25. Does she have any pets?

26. What kind of people live in her neighborhood?

27. Has she ever climbed the Empire State building?

28. What kinds of movies does she like?

29. Where did she live before?

Some questions were not correct. So, I pointed those areas out and the students made almost all the necessary corrections themselves. I also noticed how imaginative some of the questions are. In case the students are not so creative, the teacher can give them some key words they can use to make up questions. In the examples above, such key words are underlined.

The use of the activity in class.

This activity is based on the principles explained in the mini-lecture. Students are invited to look for specific lexical and structural features in a familiar text. This search is guided by the teacher, but it is not limited to correct answers: the last two tasks leave plenty of room for the learners' initiative and creativity.

Some other tasks I would add to the list for this activity:

- *Find all the names of places in New York City mentioned in the text.*
- *Find all the sentences with Present Perfect Tense and comment on its use.*
- *Find a question with a comma and comment on its use.*
- *Find a name of a means of transportation.*
- *Find a question with the verb "move out" and think of another way to begin it.*

What is also useful is that the activity exploits a student-generated text. Students are invited to observe their own language, the language they have already invested in.

This provides a unique opportunity for recycling and hopefully, for final internalization of the language items (see the lecture in **Day 4**).

Reflection on the Whole Day

Time: 40 minutes

Suggested Questions:

- *What did you learn? What helped/hindered your learning?*
- *What did you understand by noticing?*
- *How did 'noticing' help your learning about teaching?*
- *Any comments on the logistics of the activities? (Materials, preparation time, etc.)*
- *How are you feeling now?*

Session 3

Designing Classroom Activities

Time: 30 minutes

Procedure:

1. (20 min) The instructor invites the participants to work individually to design their own Noticing tasks using one of the texts in Appendix 2. Each participant receives a text different from his close neighbors', so that they can work completely individually.
2. (10 min) Participants with the same text work in a group of five or seven to share their ideas.

Presentations

Time: 60 minutes

Procedure:

1. (1 min) Groups send one representative with their lists of Noticing tasks to any other group (this could be anti/clockwise). The representatives give their tasks to their new groups to complete. They act as teachers, while their new groups act as students.
2. (5-7 min) Having completed the tasks, the groups report to their teachers.
3. (5-7 min) Groups give feedback on the tasks to their teachers.
4. (20 min) Representatives move to the next group and repeat steps 1 to 3.
5. (5 min) Representatives go back to their groups and report about their experiences.
6. (5 min) Groups report to their representatives about their experiences.
7. (10 min) The instructor invites the whole group to put together a list of typical Noticing tasks. In turns, each group formulates one task, and the instructor writes it down on the newsprint paper.

To the instructor.

Make sure at the end of the Designing stage each participant has a list of tasks. Monitor group work during the Presentation stage carefully and make sure the groups follow your instructions precisely, e.g. at steps one and two there should be NO discussion of the tasks. The reps and their new groups should be acting as teachers and students. This is necessary to help the participants feel 'in their students shoes', so that they could assess their activities more objectively.

In **Appendix 2**, you can find some noticing tasks that I have used in my classes.

Session 4

Reflection on the Presentations

Time: 30 minutes

Procedure:

1. (15 min) The instructor asks the 'reps' to comment on their experiences as teachers:

- *How do you feel about your 'mini-lessons'?*
- *How did you feel during your 'mini-lessons'?*
- *What did you learn from them?*
- *Any other comments?*

2. (15 min) The instructor invites the small groups to comment on their experiences.

Mid-course Feedback

Time: 60 minutes

Procedure:

1. (20 min) The participants work individually to answer the following questions in writing:
   a. *What have you learned over the two days? Be specific: such phrases as 'I learned some good activities' are not very useful.*
   b. *What helped your learning? Comment on the content, format and style.*
   c. *What could I have done differently to help your learning more effectively?*
2. (15 min) The participants share their responses in groups of four or five.
3. (25 min) All the participants and the instructor share their feelings and what they have learned with the whole group.

DAY THREE

TEACHING STRATEGIES FOR RETENTION

Time	Activity
9.30	**Session 1** Act.1 'What Do You Know About Memory?' Mini-Lecture Act.2 'Did You Notice Anything New or Different?'
11.15	Act.3 'Scrambled Paragraph'
	Session 2 Act.4 'The Disappearing Text' Act.5 'You Say a Word, I Say the Sentence'
12.45	Act.6 'Create a Dialog'
1.45	**Lunch**
	Session 3 Reflection on the whole day
3.30	Designing classroom activities
	Session 4 Presentations Reflection on the presentations

Teaching Objectives for the Whole Day

- to present effective activities on teaching strategies for retention (S-ns. 1,2)
- to raise the participants' awareness of the importance of constant and purposeful work on student retention (all S-ns)
- to raise the participants' awareness of what can enhance learner retention (all S-ns.)
- to give participants time and space to reflect on their experiences/observations (S-ns.3,4)
- to give participants practice in designing activities based on what they learned (S-ns.3,4)
- to continue to create a learning community (all S-ns)

Session 1

Activity 1

What Do You Know About Memory?

Teaching Objectives:

- to get a better idea of the learners' knowledge of the target material
- to activate the learners' content schema

Time: 20 minutes

Procedure:

1. (10 min) The instructor invites the participants to work as a whole group to brainstorm the answers to the following questions: *What is memory? What kinds of memory do you know? What can block memory? What can enhance memory?* The instructor writes the participants' ideas on newsprint.
2. (5 min) The whole decides what to cross out (the ideas that duplicate each other) and what to combine (the ideas that can go together and become one statement).
3. (5 min) The whole group make thematic groups of their ideas. The instructor also invites the participants to work out what ides can be subordinated to others (headings and elements of groups). Then, if there is time, groups of no more than six could try to rephrase the ideas on the posters into a final coherent statement about memory.

The use of the activity in class.

During this activity, the learners use their memory powers to tell the whole group what they know/remember about the topic. Being limited in time, they will most likely

retrieve from their memory the information they remember very well, the information, which can also be the most valuable for them.

This activity allows the teacher to get a better idea of where the learners stand as far as the target material and thus, plan further teaching actions more effectively. It also activates the learners' "content schema"[31] or background knowledge of the material.

Mini-lecture

Time: 15 minutes

One current theory differentiates between three stages or steps of remembering:

- Registration – you get the information.
- Retention – you file the information
- Retrieval – you can find the information [in your mind] later [this is called recall] or it is familiar when you run into it again [recognition].[32]

According to the traditional view, there are also different kinds of memory. It is classified according to how we get our memories: Verbal, Visual, and Kinesthetic. It is also classified according to what we remember: personal, autobiographical reminiscences of experiences, which occurred directly to us, are called episodic memory, which is primarily emotional; the names of objects, concepts and moods are semantic memory. Remembering information is called fact memory and remembering how to do something, e.g. ride a bike or type a letter, is called skill memory.

---

[31] For more see Patricia Carrell and Joan Eisterhold, "Schema Theory and ESL Reading Pedagogy". TESOL Quarterly, 17-4 (December 1983), 553-573.
[32] Joan Minninger, Total Recall (New York: Fine Communications, 1993), 90.

Memory is also classified according to its duration: Immediate Memory, Short-term memory (STM) and Long-term memory (LTM). Immediate memory lasts for two seconds or less. It compares the environment as it is right now with what it was a second ago and notices a potential change. Instinct plays a big part in this kind of memory. Its capacity is limited to thousands of items. STM's capacity is much smaller – seven items a given time, but it lasts longer: from 30 seconds to several days. It lets us link things together, create contexts, assign meanings, etc. LTM has no limits. Its capacity is infinite; its duration can be described by one word – forever.[33]

A simplified graphic presentation of how all these kinds of memory are working together is (the arrows show the flow of information):

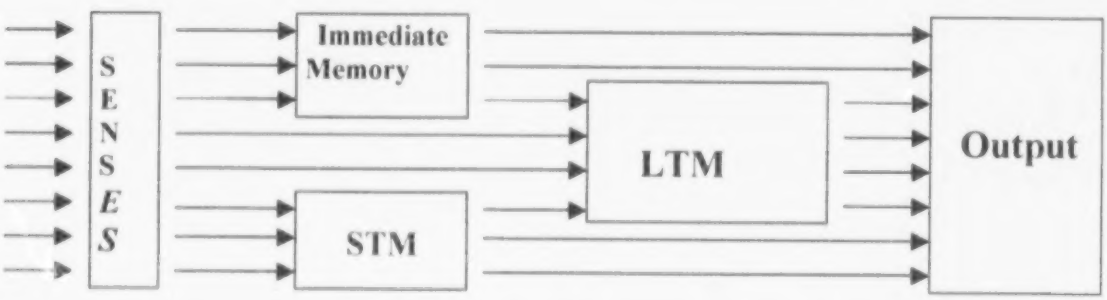

Fig. 5: The View of Memory[34]

Some theorists suggest that there are also other types of memory within LTM and around it, for example, Earl Stevick identifies Permanent Memory (PM) and Holding

[33] For more detailed description of kinds of memory see Ibid., 82-120.
[34] This view of memory is based on the view of memory from Earl Stevick, Working with Teaching Methods: What's at Stake? (Boston, Maas.: Heinle & Heinle Publishers,1998), 11.

Memory (HM). In his opinion, they "stand for two ends of the continuum"[35] within LTM. He also mentions working Memory (WM), which serves "as a kind of worktable on which the proprietor may place items drawn from storage in LTM, observe them, select them, rearrange them, and send new configurations back to the storage."[36]

In my opinion, whatever terms we introduce to name specific parts of memory, the following will always be true:

- "some information can go directly into our LTM"[37]
- anything in STM has a greater chance of getting into LTM if it is important for us and we actively process it while it is still in STM[38]

For us, in language education, the most practical question is how can we help our students put a given language item into the most 'permanent' part of their LTM and then be able to easily retrieve it. Joan Minninger suggests the following strategies for people who want to remember things better: Be emotional; Be logical; Reward yourself for remembering; Use all your senses.[39]

1. Be emotional. "Emotionally charged events are easily remembered, probably because they are intensely personal. … Love it. Hate it. Fear it. Be mad at it. You'll also remember it at the same time."[40]
2. Be logical. Using different structures for remembering can be very helpful. Such things as lists, mind maps, associations, etc., can enhance remembering.

---

[35] Ibid., 14.
[36] Ibid., 13.
[37] Joan Minninger, Total Recall (New York: Fine Communications, 1993), 83.
[38] Ibid., 85.
[39] Ibid. , 138.
[40] Ibid.

3. Reward yourself for remembering. In no way is it some kind of praise, but a positive way of thinking aimed at success at remembering. "You have to want it [to remember]. …you need to impose a real rush of pleasure around remembering the object or event."[41]
4. Use all your senses. According to all laws of physics, no matter how many trains you take, you can only get to the destination point as fast as the fastest train goes. Contrary to this, "you can speed up the trip to LTM by sending out more than one train [sense]."[42] Multi-sensory learning environment is the area actively explored by the Total Physical Response Approach (motor activities), Suggestopedia (bright décor of the classroom, varied visual materials on the walls, musical background, games, etc.) and the Communicative Approach (games, project-based activities).

There are also a number of other things that can help learners enhance their memory. I'd like to focus on the most effective ones:

1. Meaningful Practice. Gattegno argues that "the exercise of repetition only tells us that we are equipped to repeat, not that repetition is our way of learning"[43]. The Audiolingual Method have proved that with a diversity of pattern drills in a meaningful context and through purposeful recycling, students manage to retain a great deal of language items. In this case we should differentiate between repetition-imitation with the subsequent processing of the items and meaningless parroting. Another reason for using meaningful practices to teach L2 is in the language itself.

---

[41] Ibid., 139
[42] Ibid.
[43] Caleb Gattegno, The Common Sense of Teaching Foreign Languages (New York: Educational Solutions, Inc., 1976), 1.

Our spoken and written discourse is an example of how we say the same words over again from time to time. The key issue here is the way the teacher uses meaningful practices to teach L2. I often have my students repeat one and the same sentence but with different emotions (neutral, anger, happiness, resentment, etc.). I also often use substitution drills. Both techniques can be used as meaningful practice and have proved successful.

2. Internalizing. This happens when learning gets "taken into the self so that it becomes part of the learner, with the result that the learner can operationalize it. … in order to communicate oneself in a language, the language must be one's own. If the new language does not become internalized, then the language learner performs only at the level of being able to repeat a dialog or explain the grammar of the language but is unable to use it to express him/herself."[44] Dr.Curran points out that as the result of internalization, "a phrase or a particular construction in a foreign language…can be utilized without effort. It is always immediately available. This would be the final determining factor in long-term memory."[45]
3. Self-investment. According to Dr. Curran, investment is a compilation of "those areas of knowledge out of which each individual makes and shapes—uniquely for him or herself—their own self-quest and engagement to others. These are what they value and so consider, in some way, a special good for them."[46] In other words this is what learners consider of real importance for them, something they are ready to draw their

[44] Patricia Tirone, A Glimpse into the Counseling-Learning Approach to Community Language Learning (Ft. Lee, NJ: Counseling-Learning Publications, 1985), 3.
[45] Charles Curran, Counseling-Learning in Second Languages (Apple River, IL: Apple River Press, 1976), 8-9.
[46] Ibid. , 9.

interest to. To me self-investment also includes the energy, effort, will and attention that language learners put (invest) into their learning.

4. Reflection. According to the theory of the CLL Approach, it is a structured period of silence for the student "to focus on the learning forces of the last hour, to assess his present stage of development, and to re-evaluate future goals."[47] In my opinion, reflection is also a conscious process of retrieval and sorting out (processing) of the items in the learner's memory. If it is done at the right time (preferably during the same lesson or day), it can increase the learner's chances of moving the language items into his LTM.

The following activities are all based on exploiting the above ideas.

To the instructor.

At this point the participants will most likely expect you to ask them if they have any questions, but this lecture is different from the other lectures in this course. You are not supposed to give them any time for questions, because the following activity is based on this lecture and they will be able to find answers themselves while doing the activity. Tell the participants that they will also have time to ask questions during the reflection activity in Session.3. Remember to prepare a poster with Fig.5 in advance.

---

[47] P.G. La Forge, Counseling and Culture in Second Language Acquisition (Oxford: Pergamon, 1983), 68.

Activity 2

Did You Notice Anything New or Different?

Teaching Objectives:

- to give the learners practice in their attention and reflection

Time: 35 minutes

Procedure:

1. (5 min) The participants work individually to reflect on the lecture and write down the issues that are new to them or different from what they knew or thought about memory before.
2. (7 min) The participants listen to the lecture again to check their ideas. No writing is allowed at this step.
3. (5 min) The participants work with their notes again.
4. (10 min) The participants compare and discuss their notes in groups of four or five.
5. (10 min) Groups report to the whole group.

The use of the activity in class.

To accomplish this activity's task the learners need to invest their complete attention (one of the skills that enhances memory) to identify what is new for them or what is different from what they knew before. They also use their reflective powers to recall and formulate those ideas the way they understand them, which creates a level of investment. This will ultimately lead to internalizing that information. This process is further enhanced by group work and the groups' reports to the whole group (step four and five). Those steps also provide plenty of varied repetition of the new information.

In a real EFL class this activity would have a different focus. I would ask the students to concentrate on the key words in each sentence. Of course, the text would be much shorter, about two or three paragraphs. There would be two small-groups steps. The first time students would work in groups, they would compare their key words; the second time, they would compare their sentences. All in all, students will listen to the text four times: 1st – for general comprehension, 2nd and 3rd – to focus on the key words, 4th – to check their ideas of the sentences.

To the instructor.

During this activity make sure the participants try to answer their own questions themselves or with the help of others. Don't let their questions draw you too far from the activity itself. Its goal is to practice the participants' collective memory. They are expected to make their own investment.

Activity 3

Scrambled Paragraph[48]

Teaching Objectives:

- to give learners practice in word order on the sentence level
- to give learners practice in organizing a paragraph

Time: 30-35 minutes

Procedure:

[48] Janis Birdsall, "Against the Odds and Close to the Bone" (MA thesis, SIT, Brattleboro, VT,1993), 50.

1. (15 min) The participants work in groups of four to put a set of forty-five words in a sensible order to make a paragraph. The words are written on separate small (1inch x 1inch) cards. Each group is working with their own set of cards. The paragraph is:

   > On Day One, our group was creating a learning community. On Day Two, the group was busy figuring out what Noticing is and how one can use it in class. Today, we are talking about memory. We're wondering what tomorrow's topic is going to be.

2. (5 min) Groups move counter/clockwise from one desk to another to compare their versions. Nobody can make any changes to their own or to other groups' versions.
3. (5-10 min) Groups go back to their paragraphs and make the necessary changes.
4. (5 min) The instructor invites all the groups to leave their places and stand in front of him so that they cannot reach their versions. The instructor reads the original paragraph twice and sends the groups back to finish the unscrambling.

The use of the activity in class.

This activity has to be based on content and language items familiar to the learners. This will make it doable and less stressful. At the same time, it challenges the learners to use their own knowledge of structures to put together a meaningful paragraph. This self-investment enhances the learners' ability to memorize at least some of the sentences more effectively and faster. Being some kind of a puzzle this activity requires investing a great deal of attention, which also helps remembering.

In a real EFL class this activity would take more than an hour. The teacher might have to read the paragraph (step four) several more times before all the groups get it right. After that, I usually ask each group to dictate one sentence to me while I write it on

newsprint. Then, I collect all the cards with the words and ask the group to do a loop-reading of the paragraph: students in each group take turns to read only one sentence one after another; this continues until students get to feel comfortable with the paragraph. At this step I make sure the students do not copy the paragraph into their notebooks, but work entirely with the poster and their and their group-mates' memory. After five minutes, I begin to cover some parts of the paragraph: first, some words, phrases, and then, complete sentences. This stimulates the students' memory. At the end, I cover the whole paragraph for a couple of minutes. Then, I uncover it so that the students can check how well they remember it. To some students this gives proof of their success, to others, it reduces the stress and gives the necessary support. As the wrap-up activity, I ask each group to recite one sentence in chorus. This adds to it fun and competition, thus stimulating the students' memory even more.

Session 2

Activity 1

The Disappearing Text[49]

Teaching Objectives:

- to give practice in memorizing a text
- to give pronunciation practice

Time: 15 minutes

Procedure:

---

[49] The idea comes from Penny Ur & Andrew Wright, Five-Minute Activities (New York: CUP, 1998), 81.

The participants work in groups of four with the following text[50].

My bags are packed I'm ready to go
I'm standing here outside your door
I hate to wake you up to say goodbye
But the dawn is breaking, it's early morn
The taxi's waiting he's blowing his horn
Already I'm so lonesome I could cry

So kiss me and smile for me
Tell me that you'll wait for me
Hold me like you'll never let me go

'Cause I'm leaving on a jet plane
Don't know when I'll be back again
Oh babe, I hate to go.

In turns, the participants remove/erase/cover one or two lexical items from the text. Then, they read the text aloud and try to include the missing words from memory.

The use of the activity in class.

This activity presents the learners with gradually increasing challenge. The learners are in full control of the level of the challenge. They can remove any lexical items they feel they have memorized. What enhances memory in this activity is attention, recognition and repetition. Working in groups creates an opportunity to increase the learners' feeling of security. In a real EFL class this activity continues until the whole text has been erased and memorized. To bring in some element of competition the teacher can ask one student to remove the words and another one to read the text.

[50] From "Leaving on a Jet Plane" by J. Denver. Copyright 1967 by Cherry Lane Music.

Activity 5

I Say a Word, You Say the Sentence.

Teaching Objectives:

- to give the students practice on retention

Time: 15 minute

Procedure:

The participants work in pairs. Each person says only one lexical item from any sentence in the target text (the text from Activity 4). The other participant has to respond with the complete sentence.

The use of the activity in class.

This activity is also based on the familiar text. The participants are in full control of the challenge. In this case, they are also allowed to give their partner hints to help them come up with the correct response if the partner has some problem recalling the sentence. Both partners are working on their memory. The answering person has to make his memory work to retrieve the complete and correct sentence containing the suggested lexical item. The asking person has to think of a word/phrase from the text and to compare the answering person's response with his own memory of the target sentence. Both students use recognition and repetition to enhance their retention.

Activity 6

Create a Dialog

Teaching Objectives:

- to give learners freer practice in using their own L2
- to give learners space and time for expressing their imagination using their own L2

Time: 60 minutes

Procedure:

1. (20-25 min) The participants work in pairs to create a dialog. They are given four options to choose from:

- a dialog between an language teacher and an EFL learner about (his) memory
- a dialog between a language student and his memory
- a dialog between a language teacher and his student's memory
- a dialog between a language teacher's memory and his student's memory

2. (10-15 min) The pairs present their dialogs to the whole group. The instructor records all the dialogs with a tape-recorder.
3. (25-30 min) The whole group listens to the recorded dialogs. After each dialog, all the participants, including the presenters, are invited to comment on their impressions and/or observations.

The use of the activity in class.

To write these dialogs the learners will have to make their own investment using their own L2. This activity also gives the learners unlimited opportunities to express their creativity. The greater this conscious investment into making the dialogs interesting and imaginative is, the more language items are likely to get retained in the learners' memory.

Listening to the recorded dialogs (step 3) gives other learners opportunity to learn more through hearing their group-mates' dialogs again and reflecting on their own dialogs.

Non-trivial topics and students' imagination create a fun and relaxed atmosphere which contributes to the feeling of security, comfort and trust.

In a real EFL class, this activity will most likely take from two to three hours. The learners will need more time to write their dialogs. The teacher will also need to spend extra time to help the student edit the dialogs. Also, at the last step extra time will be spent to focus on the language.

To the instructor.

If some pair does not wish to pick any of the topics, ask them what characters they would like to exploit for their dialog and make sure it fits the topic of the day.

Session 3

Reflection on the Whole Day

Time: 60 minutes

Procedure:

1. (10 min) The instructor tells the participants to use their memory and write down:
   a. new ideas from the mini-lecture
   b. the text (Activity 3 or 4)
   c. their dialog (Activity 6)
2. (10-15 min) The participants work in pairs to compare their answers and discuss their recalling experiences.
3. (35-40 min) The instructor invites all the participants to comment on their experiences and observations. Recommended questions to focus on are:

- *How much did you retain?*
- *What helped/hindered your memory?*
- *How much do you expect your students to retain during the lesson?*
- *What follow-ups for the presented activities would you suggest? Why?*
- *Any other comments?*

To the instructor.

Some participants might have negative feelings about their experiences with the activities. They might fail to remember as much as other participants. They might even feel that the instructor is trying to humiliate them. In any case, it would be good to have all the participants focus on what those negative experiences tell them as language teachers and how they can use those experiences to make their teaching more effective. Our expectations as teachers of how much our students are able to retain during the lesson is one of the key issues of the day. Focusing on this question would be, without a doubt, helpful for all the participants and the course in general.

Designing Classroom Activities

Time: 30 minutes

Procedure:

1. (20 min) The instructor invites the participants to work individually to design their own activities based on what they have learned during the day.
2. (10 min) The participants work in pairs. Each person has five minutes to talk about

his activity to the partner. They have to explain how they are going to do their activity and how it will enhance the student retention.

Session 4

Presentations

Time: 60 minutes

Procedure:

Volunteers are invited to present their activities to the whole group. Presentations could be done either in the form of talking about the activity or actually getting the whole group or a number of the participants to experience it.

If there are not enough volunteers the instructor presents some of the activities from **Appendix 8**.

Reflection on the Presentations

Time: 30 minutes

Procedure:

1. (10 min) The instructor asks the presenters to comment on their presentations:
   - *How do you feel about your presentation?*
   - *What did you learn from your presentation?*
2. (15-20 min) The instructor invites the rest of the group to comment on the presentations.
3. (5 min) The instructor checks the pace and shares what he learned and felt during the day with the whole group.

DAY FOUR

RECYCLING LEXICAL AND STRUCTURAL ITEMS

Time	Activity
9.30	**Session 1**
	Follow-up on Day Two and Three
	Act.1 'Recall the Text'
	Act.2 'Travelling'
11.15	**Session 2**
	Act.3 'Throw the Dice'
	Act.4 'Fruit Salad'
	Act.5 'I Went to the Mall…'
	Mini-Lecture
	Reflection on the whole day
12.45	**Lunch**
1.45	**Session 3**
	Designing classroom activities
	Presentations
	Reflection on the presentations
3.30	**Session 4**
	End-of-course feedback
	Closure

Teaching Objectives for the Whole Day:

- to present effective activities on recycling lexis and structures (S-ns. 1,2)
- to give participants time and space to reflect on their experiences/observations (all S-ns)
- to give participants practice in designing activities based on what they learned (S-n. 3)
- to get end-of-course feedback (S-n. 4)

Session 1

Follow-up on Day Two and Three

Time: 15-20 minutes

The instructor briefly reminds the participants what they did on Day Two and Three and invites them to ask their questions concerning teaching strategies for retention. It would be only useful for all the participants if when being posed a question, the instructor first invited the rest of the group to try and answer it.

Activity 1

Recall the Text

Teaching Objectives:

- to give practice in retention
- to recycle the target language items

Time: 20-25 minutes

Procedure:

1. (10 min) The instructor asks the participants to recall one of the texts they used on Day 2 to make up their own noticing tasks.
2. (5-10 min) The participants work in groups according to the texts they focused on and compare their versions.
3. (5 min) The participants compare their versions with original texts.

To the instructor.

Make sure the participants do not use the original texts before step 3. Otherwise, the whole point of this activity will be completely lost. After the activity has finished, ask the participants to tell the whole group what helped them better recall their texts: their own memory, comparing their versions with those of their group-mates, etc.

Activity 2

Travelling[51]

Teaching Objectives:

- to give learners semi-controlled practice in speaking about countries
- to recycle the target structures: Present Continuous, Present Perfect, going to, Past Simple, sentence frames (First,… Then,… After that,….)

Time: 35 minutes

Procedure:

1. The instructor invites six or seven volunteers to act as students. The rest of the group will be observing the activity.
2. (2 min) The instructor asks the volunteers each to think of one foreign country: imagine its map, recall the names of some famous places, think about what they can do in those places.
3. (5 min) The instructor gives each volunteer a sheet of newsprint and three markers of

[51] It is based on the activity from Marianne Celce-Murcia & Diane Larsen-Freeman, The Grammar Book (Boston, Mass.: Heinle&Heinle Publishers, 1999), 175.

different colors. He asks them to draw the map of their country, put the names of the famous places and what they can do there. *E.g. country: Spain; places: Madrid, Barcelona, etc.; things to do: watch a bull-fight, dance flamenco, etc.*

4. (3 min) The volunteers present their maps to the group: *e.g. This is a map of Spain. The capital of Spain is Madrid. In Madrid, you can see the king, dance flamenco and watch a bull-fight.* After each presentation, the instructor asks the volunteers, "Who would like to go there?"
5. (5 min) The participants hang their maps on the walls all around the classroom and start to put together their travelling itineraries. To do this they can use the maps. E.g. *First, I'm going to Spain. I'd like to visit Madrid. There, I'm going to dance flamenco and watch a bull-fight. After that, I'm going to visit Krakow in Poland. ....*
6. (5 min) The volunteers share their plans in groups of three or four. Then, the instructor invites two or three volunteers to read their plans to the whole group.
7. (3 min) The instructor works with the volunteers to elicit the target structures;
   a. *What do you say when you are going somewhere? – I'm going to.... .*
   b. *What do you say when you are already there? – I've just arrived in .... .*
   c. *What do you say when you are doing something (flamenco)? – I'm dancing flamenco.*
8. (5 min) The volunteers set off on their journeys. In turns, they have to make only one move at a time from where they are standing/sitting towards the chosen map and describe what they are doing (going to do or have just done) to the whole group: e.g. *P1. I'm going to Spain.*

P2. I'm going to France.

P1. I've just arrived in Spain.

P3. I'm going to Germany.

P1. I'm in Madrid. I'm dancing flamenco.

P3. I've just arrived in Germany and I'm going to stay in Berlin.

9. (5 min) For the sake of time, after all the volunteers have been to two countries, the instructor interrupts all the journeys and asks the volunteers to sit in a circle. They report to the whole group about their travelling: e.g. *I've been to Spain and Japan. First, I went to Spain. I visited Madrid. I saw the king and danced flamenco. Then, I went to Tokyo, Japan. ...*

The use of the activity in class.

This activity gives the teacher and the learners an excellent opportunity to recycle the language they have already worked with. The students are free to use any lexical items they feel comfortable with; at the same time the number of the structures is limited. This does not make the activity less challenging. It makes it less stressful and more focused. To make it a little more challenging the teacher can introduce the following pattern: *Now, that I've been to Spain, I'm going to Japan.*

Instead of countries, the teacher can use names of any category such as, houses, sports facilities, stores, neighborhoods, etc.

Session 2

Activity 3

Throw the Dice[52]

Teaching Objectives:

- to give the participants semi-controlled practice in speaking about what they have learned during the course
- to recycle the target ideas of the course

Time: 25 minutes

Procedure:

The participants work in groups of five. Each groups is given a Throw the Dice chart (see the following page) and a die. In turns, the participants throw the die and move their tokens as many squares as the die shows. They have to answer the question or complete the task written on their square.

The game finishes when someone has reached FINISH.

The use of the activity in class.

This is another activity that provides the learner with semi-controlled speaking and listening practice. They are expected to talk on the topics suggested by the teacher and in a real EFL class they will be most likely using the target structures and vocabulary to answer the questions or to do the tasks. At the same time they are free to be creative with their language within the topic suggested.

---

[52] It is based on Marrio Rinvollucri, Grammar Games (New York: CUP, 1999), 28.

Name three tasks you would use for a Noticing activity
Present your favorite activity on teaching lexis
How can creating a learning community make teaching more effective?
What is internalizing and how can it help learning?
FINISH
How does being emotional affect memory?
Present a Noticing activity
What are the three steps of remembering?
What are the different kinds of memory?
Name three things that can enhance retention
Present an activity on creating a learning community
How does being logical affect memory? How can you be logical?
Name one book with classroom activities you find very useful
Name three things that can make teaching lexis and structures more effective
What is reflection and how can it make learning more effective?
Present an effective activity on retention
Tell your most memorable teaching experience
What is recycling and how can it make learning more effective?
Comment on the following statement "To enhance retention use all your senses".
What feelings is a learner expected to experience in a learning community?
What (logical) structures can enhance retention?
How do you understand Noticing?
Name 3 tasks you would use for a Noticing activity
Present your favorite activity on teaching structures
START HERE

Fig. 6: Throw the Dice

Activity 4

Fruit Salad[53]

Teaching Objectives:

- to give learners semi-controlled practice in recycling target lexical items
- to enhance the learners' memory

Time: 15 minutes

Procedure:

1. (5 min) The participants work in groups of ten. Groups sit in circles. One participant (leader) in each group is standing in the center of the circle. The instructor suggests a topic, e.g. fruit. Each participant has to say the name of a fruit. Words cannot be repeated. Then, the leader calls several names of fruit that he heard were named by other participants in his group: *Banana, pineapple, mango and avocado change your places.* Those participants, whose names of fruit have been called, have to quickly change their seats. The leader's goal is to get himself a chair while other participants are switching their seats.

   The instructor gives the groups different topics in turns: Group A – Fruit, Group B – Houses; then, Group A – Sports, Group B – Fruit, etc.
2. (10 min) The instructor gives the groups topics covered during this course: creating a learning community, teaching lexis, noticing, memory, etc.

[53] I learned this idea from Nick Lidwell, Teacher Trainer at International House, London, UK.

The use of the activity in class.

This activity is aimed at recycling the learners' L2 lexicon. It also a great opportunity for students to learn new words from their group-mates.

Doing this activity involves the learners getting out of their chairs, thus stimulates their kinesthetic memory. The learners have to invest a lot of attention (mental power) and move quickly (physical skill) to keep a seat. The leader also works on his memory by listening attentively to his group-mates and then recalling at least some of the words they said.

Since this activity is a kind of a game, doing it also contributes to creating a learning community.

Activity 5

I Went to the Mall ... [54]

Teaching Objectives:

- to give learners semi-controlled practice in recycling lexical items

Time: 15 minutes

Procedure:

1. (5 min) The participants work in groups of seven. One participant, e.g. Maria, begins by saying, "I went to the Mall and I bought a stereo." The participant sitting next to her says, "Maria went to the Mall and bought a stereo. I went to the Mall and bought a

[54] I learned this activity from Kathi Sharp, an EFL teacher at International House, Hungary.

calendar." This continues until the last participant repeats all the stories including his own.

2. (10 min) The instructor changes the topic. Now , the participants have to say "I came to this course and I learned that …. ." If time allows, the instructor asks one person from each group to report to the whole group.

The use of the activity in class.

This activity gives an opportunity to recycle lexical items: e.g. things to buy at the Mall, hardware, software, household appliances—and gives learners good memory practice by having them repeat and hear several times what other students said. In my classes, I have noticed that students quite often repeat silently what their group-mates are saying aloud at that moment.

With my classes, I use step one to recycle the target vocabulary during the course of studies, and step two during the last lesson. Step two helps students reflect on what they have learned during the course and makes them aware of their progress. At the same time it is another opportunity to learn from their group-mates.

To the instructor.

Activities 3, 4 and 5 are the means of recycling the main ideas of the course, making the participants aware of their learning during the course and preparing them for the end-of-course feedback session.

In a way, these activities seem to force recognition of learning. You should be aware that some participants might not be ready to recognize and accept learning. They

might be somewhat disaffected during part or all of the workshop. At the same time, I believe that such participants will only benefit from listening to the less resistant ones talking about what they have learned during the course, thus stimulating them to recognize their learning.

Reflection on the Whole Day

Time: 20 minutes

Procedure:

1. (10 min) The instructor invites the whole group to comment on their experiences during activities 3, 4 and 5.

- *What are the objectives of those activities?*
- *What groups of lexical items would you use to do those activities with your classes?*
- *Comment on the logistics?*

2. (10 min) The instructor asks the participants to figure out if there is anything in common between all the five activities of Day Four (All the activities give students semi-controlled listening and speaking practice and are aimed at recycling the language).
   The instructor asks the participants if they think recycling is useful and why. Then, he presents the mini-lecture on recycling language items.

Mini-lecture

Time: 10 minutes

In language teaching there have always been two approaches to input: a linear or one-brick-at-a-time approach and a recycling approach. The first one emphasizes the need

to move on from one language item to the next, thus enlarging the quantity of the learner's L2. The second approach is aimed at constant and purposeful revisiting of the language items that the learner has been already exposed to, thus providing the quality of the learner's L2.

However heavily the linear approach is being criticized nowadays, in my opinion, both approaches are just two inevitable aspects of one learning process. A balanced combination of the two leads to success in learning a foreign language. Doing too much of either of them, just like going into any other extremes, can slow down progress.

My experience leads me to believe that following the linear approach is much easier than devising recycling activities. Presenting new items during every lesson means providing novelty, which is a great means of stimulating any learning. This could be one of the reasons why so many teachers and course books use this approach so extensively. However, if in every lesson the new language items are presented by using the same techniques it can also get quite boring and less stimulating. It can even become threatening, because the learner has not had enough time and opportunity to internalize the previous items. So, what can we, language teachers, do to help our students create a solid basis for further input of new language items?

With the activities you have just experienced as a common basis, I would like to talk more about the second approach—recycling. As Michael Lewis points out, "at any point the learner's lexicon contains items which are fully available for recognition and production, items which are understood in context but are not fully acquired, and others which are known, but actually misunderstood in some way… The mental lexicon…is a

muddle of items known to different degrees."[55] Hence, our task as teachers should be to maximize "the likelihood of learner's turning input into intake."[56]

This means that if we want the learners to fully acquire any language item we presented, we should also provide them with constant and purposeful recycling of those items. This can be done through either more reading or listening, or other activities. These other activities could, for example, encourage "learners to look back at the language they have recorded [in their memory or notebooks] and do something—perhaps anything—with it."[57]

Lewis also argues that meeting a lexical item "frequently with no explicit teaching is both a necessary and sufficient condition for its acquisition."[58] Such acquisition can be achieved in different ways, for example, through reflection, which according to Charles Curran "allows the learning space that a student needs to make the learning material his own."[59] It can also be achieved if teachers consciously recycle language items in the "roughly-tuned input they provide through talking informally to the class."[60] Such informal talks look like chats, but their learning value, provided they are skillfully conducted, can be very high. In order to make such informal lessons effective, the teacher should develop the following skills:

- keeping the conversation going
- reformulating students' utterances during the chat

---

[55] Michael Lewis, Implementing the Lexical Approach (London: LTP, 1997), 47
[56] Ibid.
[57] Ibid., 49.
[58] Ibid., 51.
[59] Charles Curran, Counseling-Learning in Second Languages (Apple River, IL: Apple River Press, 1976), 8
[60] Michael Lewis, Implementing the Lexical Approach (London: LTP, 1997), 52

- facilitating students' reflection on the chat

An effective follow-up for an activity such as a chat would be focusing on the language the teacher and the students used during the chat.

From the point of view of the learner's memory, constant and purposeful recycling gives him an opportunity to revisit the language items he is still storing in his short-term memory. By processing those items again the learner will, hopefully, be able to 'move' them into his long-term memory, thus completing their acquisition.

To the instructor.

The objective of this lecture is to present my understanding of recycling language and why it is important for language teaching. At the same time, by presenting the idea of so called informal lesson (chat), this lecture gives the participants another effective recycling technique and food for thought for after the course.

Session 3

Designing Classroom Activities

Time: 30 minutes

Procedure:

The instructor invites the participants to work individually to design their own activities. If any of the participants finish early, the instructor puts them in pairs or groups of three to share their ideas.

Presentations

Time: 45 minutes

Procedure:

Volunteers are invited to present their activities to the whole group. Presentations could be done either in the form of talking about the activity or actually getting the whole group or a number of the participants to experience it. If there are not enough volunteers the instructor presents an activity or two from the list of extra activities for Day Four (see **Appendix 8**) and announces Reflection on the Presentations.

Reflection on the Presentations

Time: 15 minutes

Procedure:

1. The instructor asks the presenters to comment on their presentations:

- *How do you feel about your presentation?*
- *What did you learn from your presentation?*
- *Any other comments?*

2. The instructor invites the rest of the group to comment on the presentations.

Session 4

End-of-Course Feedback

Time: 75 min

Procedure:

1. (30 min) The participants fill in the end-of-course feedback form (see **Appendix 5**).
2. (15 min) The participants share their feedback in small groups.
3. (30 min) The participants share their feedback with the whole group.

To help the participants become fully aware how effective it is to create a learning community the instructor addresses the dynamics of the participants' own feelings about the group and himself during the whole course:

- *How secure do you feel now?*
- *Do you feel any more trust in the instructor and/or the other participants than you did at the beginning of the course?*

Closure

The instructor hands out certificates, thanks all the participants and comments on he learned during the course.

This part has given you a detailed description of each day of the course. In the following part, I invite the readers to have their own experiences in implementing this course. I also talk about adapting this course for different audiences and share my experience in presenting some of its activities to American native-speaker ESL teachers in New York City, USA, in the winter of 2000-2001.

PART 3

TO THE READER

You have just finished reading the course that I based largely on my own experience in running workshops for EFL teachers in the Ukraine. While cooking this course I put a lot of practice and theory into it and seasoned it generously with experiential learning. Now, I invite the reader to try and have his own experience implementing it.

While creating this course I always tried to imagine how I myself would be doing it with the audience I am familiar with. Another instructor will most likely feel the need to adapt some of the parts of this course according to his style, experience and the actual group of participants he will be working with. Some parts of this course may need to be made less experiential. The instructor may feel the need to just walk through some of the activities and use other activities related to the topic of the day instead of the ones described in the course. In this case the activities suggested in Appendix 8 would be helpful.

This course is designed to present the participants with a number of classroom activities that have proved to be effective. It is also designed to give the participants time and space to experiment with what they have learned during the course and/or to share their classroom experiences related to the topic of the day. At the same time, this course is designed to make the participants think about what really happens to the students and themselves when they are teaching a lesson. It invites the participants to observe themselves as learners and draw the conclusions that would help them become more effective teachers. The instructor should be prepared to have participants who are not used to this kind of work on themselves. A lot of teachers have never tried to observe themselves, nor do they observe their students. Such teachers feel insecure when they are

invited to focus on learning. I suggest that the instructor stay polite but firm and remind the participants exactly what he expects them to be doing at that moment. Also, it would be useful to explain at the beginning of each reflection or question-answer session whether the participants are expected to talk from the point of view of the learner or the teacher. This would help the participants stay focused and therefore, feel more secure.

In my four-year experience of giving workshops to non-native speaker EFL teachers in the Ukraine I faced a number of participants, who were resistant to experiential learning as an approach. I came across the same kind of behavior when giving presentations to native-speaker ESL teachers in New York City, USA in the academic year of 2000-2001. However, in both cases there were a great number of teachers who were not resisting an experiential learning approach and who were open and secure enough to focus on what they learned from the presenter and even to experiment with it. I believe that it does not depend on the participants being a native speaker or a non-native speaker of English. I think that it largely depends on the participants being open and feeling secure. Felling secure can also help the participant to open up to the learning experience. This again proves the importance of creating a learning community. Teachers who are participants of a teacher-development course need to be working in an emotionally secure environment where they will be able to learn not only from the instructor but also from the other participants.

What I also noticed from my experience is that, as a rule, non-native speaker EFL teachers are more likely to get engaged in having an experience with doing the activity as opposed to passively observing others doing it. One reason for this may be that most non-native speaker teachers consider doing any activity as another opportunity to practice and to

improve their English. This means that if this course is done for native speaker participants it will require the use of more linguistically challenging activities or materials.

This course is designed for non-native EFL teachers, but I believe that with some adaptation it can be used for a native speaker ESL teacher audience. I have already tried to present some of the materials of this course to native speaker ESL teachers. I presented Activity 2 and the mini-lecture on Noticing at the workshop for forty ESL teachers at the New York Department of Youth and Community Development (DYCD). I did it together with Tom Miller, my mentor and colleague at the Riverside Language Program, NYC. The participants' feedback makes me believe that it was useful and challenging enough for that audience. I also presented some of my ideas and activities for recycling lexical and structural items (Day Four) at the workshop for fifteen teachers at the Riverside New York Public Library Program together with Kyra Cubukcuoglu, my colleague teacher at the Riverside Language Program, NYC. As a result of the participants' highly positive feedback, we are planning to give another presentation on recycling the language items to the same group of teachers who are all native speakers.

I believe that this course can also be used for native speaker ESL teachers because no matter how fluent the teacher's English is, he will always have to teach lexis and structures. They are the basis of any language. No matter what topics are in fashion at the big conferences, classroom teachers will always feel the need for something practical, for something that will make their everyday classroom practices more effective for their students. Of course, in order to fit the native speaker audience, some activities of this course will have to be made more linguistically challenging by using teaching materials for higher levels as stated above. At the same time, I believe that native speaker ESL teachers

will be also interested in learning effective teaching strategies that can be applied to lower levels. Most important and valuable in this course are what I have called necessities that, I believe, can make teaching English to speakers of other languages more effective. These are creating a learning community, teaching strategies for retention and purposeful recycling lexical and structural items. This course is designed to show its participants the ways these necessities can be implemented in class and to help them try to work out their own ideas and ways of exploiting and integrating these necessities.

I invite the reader to carefully consider the foregoing and to try to present this course to both non-native speaker EFL and native speaker ESL teacher audiences, to both experienced and not so experienced participants. Good luck!

PS. I would greatly appreciate any feedback from anyone who has tried to implement this course. You can reach me at Alddwest@hotmail.com

APPENDIX 1 **DAY 1**

CREATING A LEARNING COMMUNITY

1. **Learning the Names.** The teacher begins the activity by asking some students their names. Then, he asks several other students their names and also some other questions, e.g. *Where are you from? Where do work? How long have you been living in this city? Do you have any brothers or sisters? etc.* In a higher level class the teacher will come up with more difficult questions. From time to time, the teacher will stop to say aloud what he remembers about the students he has already asked or he will ask other students to tell the class what they remember about their new group-mates.
2. **Complete the Sentences.** Students work individually to complete open sentences about themselves, e.g. *My name's* _____ . *I'm working as a* _____ .*I live in* _____ *with* _____ . *I've been living in this city for*_____ . *etc.* Then, they work in groups of four and introduce themselves to the group using the completed sentences. After that, their group-mates introduce them to the same small group. Finally, volunteers introduce their new group-mates to the whole class.
3. **Hello. How Are You?** At the beginning of the lesson the students mingle and say hello to all the people present in the classroom. It's necessary to emphasize that they have to begin with name of the other person.
4. **Information Grid.** The instructor shows the group a poster divided into 6 equal squares, two squares containing a personal name in each, two squares having a number in each, and the other two squares containing a name of a place in each. All the words are placed at random. The words in each category are written in a different color. The participants are invited to work in small groups to make up only Yes/No questions to the instructor to find out the connections of the words on the grid to his life. The small groups take turns to pose their questions. Groups are not allowed to repeat the questions if another group has already asked it, and also the members of small groups have to take turns to ask questions. The activity ends when all the answers have been found out or after 10 minutes. Then, the instructor invites each

participant to draw the same grid and to fill it in with two names, two numbers and two names of places that are connected with their lives. The participants work in small groups of four, each of them taking turns to present their grid and to answer their group-mates' Yes/No questions.

5. **'Have You Ever...?"** Each student gets a card with a question, e.g. *Have you ever ridden a horse?* The students mingle and ask the rest of the class their questions. At the end, they report to the class: *Ten of us have never been to France. Only three of us have met a VIP. None of us have ridden a horse. All of us have had the flu.* The teacher can use other structures for this activity: Present Simple, Present Continuous, Used to, Modals, Conditionals, Comparatives, Prepositional Phrases, etc.

RECOMMENDED READINGS

1. Calderwood, Patricia. Learning Community. Finding Common Ground in Difference. New York: Teachers College Press, 2000

2. Curran, Charles. Counselling-Learning: A Whole Person Model for Education. New York: Grune and Stratton, 1972

3. Curran, Charles. Counselling-Learning in Second Languages. Apple River, IL: Apple River Press, 1976

4. Gattegno, Shakti. What Has Learning to Do with the Teaching. New York: Educational Solutions, 1993

5. Macdonald, Marion and Rogers-Gordon Sue. Action Plans. Rowley, Mass.: Newbury House, 1984.

6. Moskowitz, Gertrude. Caring and Sharing in the Foreign Language Class. Boston, Mass.: Heinle & Heinle, 1978

7. Palmer, Parker J. To Know As We Are Known. San Francisco, CA: Harper San Francisco, 1993

8. Stevick, Earl W. Working with Teaching Methods: What's at Stake? Boston, Mass.: Heinle & Heinle, 1998

9. Zelman, Nancy E. Conversation Inspirations. Brattleboro, VT: Pro Lingua Associates, 1996

APPENDIX 2 **DAY TWO**

TEACHING STRATEGIES FOR RETENTION.

1. **I Know. I Don't Know...** The teacher gives the students a list of vocabulary items some of which are familiar to some students, others are new. He students put them in three groups: the words they know, the words they don't know and the words they aren't sure they know. Then, they share their ideas with their other students in small groups. Finally, the teacher shows the whole group the pictures with the objects representing the target vocabulary. The students are expected to say the names of the objects in the pictures.
2. **Unassisted Noticing. (What have you noticed?)** The students listen, practice saying new lexical/structural items in context (a short text) and work out their meaning. Then, the teacher invites them to speculate about their observations of the new language items they have just been exposed to. This activity develops unassisted noticing.
3. **Guided Noticing, (Find the ..... .)**This activity gives practice in guided noticing. The students work with a text to complete the task that are aimed at finding specific vocabulary/structural items or identifying any other language regularities related to pronunciation, style, genre, punctuation, etc. Some typical noticing tasks are:

- *Identify and list all the Tenses used in the text. Focus on the form.*
- *Put them in the following categories: a. about the Past; b. about the Present;*
- *about the Future.*
- *Find the words that mean: a _____, b_____ ,etc.*
- *Write a list of all the question words/phrases in the text.*
- *Find a question about a _____.*
- *Find the opposites of: a._____; b._____; etc.*
- *How would you classify all the questions/sentences, etc.*
- *Any other comments on the language in the text*

For more ideas see the following texts and the suggested noticing activities.

12

Mr. Harris had never married, and he lived in a small house by himself. He was always very careful about what he ate and drank, and he never went out when the weather was cold. He was always afraid that he was getting some terrible disease, so he often went to see his doctor, and the doctor was getting very tired of his patient's imagined illnesses, because he had more important work to do.

Then one day Mr. Harris hurried into the doctor's office and told him he was sure he had a certain terrible disease which he had read about in the newspaper. He showed the doctor the article. The doctor read it carefully and then said, "But, Mr. Harris, people don't know when they have this disease! There are no symptoms, and they feel very good."

"Oh, my goodness!" said Mr. Harris. "I thought so. That's just how I feel!"

1. Find the opposite of *alone, careless, wonderful, real, go slowly.*[61]
2. Find the synonyms of *illness, cared, My God!*
3. Find all the sentences with the verb *get* and comment on its meaning and form.
4. Find all the sentences with the verb *have* and comment on its meaning and form.
5. Comment on the use of the definite article *the* in the whole text.
6. What does *it* in line 11 mean?
7. Comment on the use of commas in the whole text.
8. Identify all verb Tenses in the text.

[61] A.L.Hill, Intermediate Anecdotes in American English (New York: OUP, 1980), Unit 12.

21

Mr. and Mrs. Wilson and their children were going to begin their vacation one day, and they had to be at the airport at eleven-forty A.M. "It'll take us half an hour to get there in the taxi," Mr. Wilson said, "so we all have to be ready by eleven o'clock. Nobody should be late."

At ten minutes to eleven they were still all running around doing things, except Mrs. Wilson, who was sitting quietly on a chair in the garden enjoying the sun.

Her husband and children were very surprised that she wasn't in a hurry too, until the taxi arrived and Mrs. Wilson said to them, "Well, I knew that this was going to happen, so before I went to bed last night, I moved all our clocks and watches ahead twenty minutes. So now we can go to the airport quietly without worrying about being late."

1. Find the opposite of *p.m., including, getting no satisfaction, backward, staying calm.*[62]
2. Find a sentence with the verb *get* and comment on its meaning.
3. Find all time expressions and comment on the use of prepositions.
4. Find a sentence with a verb in Simple Past.
5. Find a sentence with a verb in Simple Present.
6. Find a sentence with a verb in Past Continuous.
7. Find all sentences, which contain an expression of obligation.

[62] A.L. Hill, Intermediate Anecdotes in American English (New York: OUP, 1980), Unit 21.

25

Eddie liked music very much when he was at school, but when he went to the university he decided to study medicine, instead of music. When he passed his examinations and became a doctor, he had to work in a hospital for some time. There he discovered that a lot of the patients were happier and caused less trouble if pleasant music was played to them. When Eddie got an office and began to work for himself, he decided to keep his patients happy by having a tape recorder in his waiting room play beautiful music for them.

But soon after the tape recorder had been put in, Eddie's nurse heard a woman, who was sitting in the crowded waiting room one morning, complain, "Here we're all waiting to see the doctor, and he's just playing the violin in his office instead of doing his work!"

1. Find the synonyms of *enjoyed, full of people, more satisfied, nice, not long, problem, found out.*[63]
2. Find the opposites of *fail, deserted, praise.*
3. Find all the sentences with verb *have* and comment on its meaning and form.
4. Find all the sentences with *to* and comment on it use.
5. Write out all the words with *-ed* and comment on their meaning.
6. Put all the verbs in the text in two groups: Regular and Irregular.
7. Identify all the verb Tenses in the text.
8. Find all the sentences with *of* and comment on its use.

[63] A.L. Hill, Intermediate Anecdotes in American English (New York: OUP, 1980), Unit 25.

RECOMMENDED READINGS **DAY TWO**

1. Allen, Virginia F. Techniques in Teaching Vocabulary. New York: Oxford University Press, 1983

2. Celce-Murcia, Marianne and Hiller, Sharon. Techniques and Resourses in Teaching Grammar. New York: Oxford University Press, 1988.

3. Celce-Murcia, Marianne and Larsen-Freeman, Diane. The Grammar Book. Boston, Mass.: Heinle & Heinle, 1999.

4. Clark, Raymond C. Index card Games for ESL. Brattleboro, VT: Pro Lingua Associates, 1992.

5. Gattegno, Caleb. The Common sense of Teaching Foreign Language. New York: Educational Solutions, Inc., 1976.

6. Gattegno Caleb. A Thousand Sentences. New York: Educational Solutions, Inc., 1995.

7. Lewis, Michael. Implementing the Lexical Approach. London: Language Teaching Publications, 1997.

8. Liebowitz, Dorothy. Basic Vocabulary Builder. Chicago: National Textbook Company, 1988.

9. Liebowitz, Dorothy. Practical Vocabulary Builder. Chicago: National Textbook Company, 1988.

10. Macdonald, Marion and Rogers-Gordon Sue. Action Plans. Rowley, Mass.: Newbury House, 1984.

APPENDIX 3 **DAY THREE**

TEACHING STRATEGIES FOR RETENTION

1. **What Do You Know About It?** The teacher tests what the students know about the target language items. This can be done in different ways: brainstorm, cloze, questions, transformation exercise, etc.
2. **The Key Words?** The students listen to a short text (2/3 paragraphs) and write down the key words for each sentence. Then, they work in small-groups to compare their key words. After that, they work individually to make sentences using the key words. To compare their sentences students get in small groups again. All in all, students listen to the text 4 times: 1st – for general comprehension, 2nd and 3rd – to focus on the key words, 4th – to check their ideas of the sentences. At the end, the students read their sentences aloud to the whole class.
3. **Scrambled Paragraph.** The students work in groups of four to unscramble a short paragraph (50-60 words). Each word has to be written on a separate card.
4. **The Disappearing Text.** In turns, the students remove/erase one or two lexical items form the text. Then, they read the text/sentence aloud and try to include the missing word(s) form memory.
5. **I Say a Word, You Say the Sentence.** The students work in pairs. One student says a word from any sentence in the target text. The other student has to respond with the complete sentence.
6. **Create a Dialog.** The students work in pairs to create a dialog on the situation(s) given to them by the teacher. They can also choose their own situation. Then, they present their dialog to the whole class.

RECOMMENDED READINGS **DAY THREE**

1. Buzan, Tony. The Mind Map Book. London: BBC Books, 1993.

2. Buzan, Tony. Use Your Perfect memory. New York: Penguin Books, Inc., 1991.

3. Gattegno, Caleb. The Common Sense of Teaching Foreign Languages. New York: Educational Solutions, Inc., 1976.

4. Minninger, Joan. Total Recall: How to Maximize Your Memory Power. New York: Fine Communications, 1993.

5. Stevick, Earl. Memory, Meaning and Method. Boston, Mass.: Heinle & Heinle, 1996.

APPENDIX 4 **DAY FOUR**

RECYCLING LEXICAL AND STRUCTURAL ITEMS

1. **Recall the Text.** The teacher asks the students to work individually and to recall one of the texts they have worked on before. Then, the students work in pairs or small groups and compare their versions. After that, they are allowed to look at the original text and compare it with their own versions.
2. **Travelling.** The students plan the itinerary of an international tour: they choose the countries they would like to visit, draw their maps on big sheets of paper and on them write what they will be doing their. Then, they place the maps on the floor and take off on the journey. Each time they want to make a move they have to tell the class what they are going to do. When they get to another country they have to tell what they have just done and then, what they doing at the moment. After everyone has finished their 'tours', the 'travelers' report to the class where they have been to and what they have seen/done. Instead of the names of countries the students can use the names of places in the city, in the apartment, at school, etc.
3. **Throw the Dice.** The students work in groups of five. Each group is given a "Throw the Dice" chart and a die. In turns, the participants throw the die and move their tokens as many squares as the die shows. They have to answer the question or complete the task written on their square. The game finishes when someone has reached 'FINISH'.
4. **Fruit Salad.** The students work in groups of 10. Groups sit in circles. One student (leader) in each group is standing in the center of the circle. The teacher suggests a topic, e.g. fruit. Each student has to say a name of a fruit. Words cannot be repeated. Then, the leader calls several names of fruit that he/she heard were named by other students in his/her group: *Banana, pineapple, mango and avocado change your places.* Those students, whose names of fruit have been called, have to quickly change their seats. The leader's goal is to get him/herself a chair while other students are

switching their seats. The teacher gives the groups different topics in turns: Group A – Fruit, Group B – Houses; then, Group A – Sports, Group B – Fruit, etc.

5. **I went to the Mall...** The students work in groups of seven/nine. One student, e.g. Maria, begins by saying, "I went to the Mall and I bought a stereo." The student sitting next to her continues, "Maria went to the Mall and bought a stereo. I went to the Mall and bought a calendar." This continues until the last participant repeats all the stories including his own.

RECOMMENDED READINGS

1. Lewis, Michael. Implementing the Lexical Approach. London: Language Teaching Publications, 1997, pp.47-51, 86-142.

2. Gattegno, Caleb. The Common Sense of Teaching Foreign Languages. New York: Educational Solutions, Inc., 1976, pp.77-119.

APPENDIX 5

THE END-OF-COURSE FEEDBACK FORM

Name _____ **Date** _____

1. What did you learn about teaching during this course?

2. What did you learn about yourself?

3. What helped your learning? (Please comment on content, format and personal style)

4. What could I have done differently to help you learn more efficiently?

APPENDIX 6

THE INSTRUCTOR'S CHECKLIST

Materials:

- ☐ Chalkboard or whiteboard
- ☐ Newsprint paper
- ☐ Markers
- ☐ Paper for handouts
- ☐ Index cards
- ☐ Masking tape
- ☐ Dice
- ☐ Tape-recorder and a blank tape
- ☐ Notepads and pens for the participants
- ☐ 5 sets of cards with the scrambled paragraph (Day Three)

Photocopies:

- ☐ Appendix 1
- ☐ Appendix 2
- ☐ Appendix 3
- ☐ Appendix 4
- ☐ Appendix 5
- ☐ Lecture 1
- ☐ Lecture 2
- ☐ Lecture 3
- ☐ Lecture 4

Posters:

- ☐ The course techniques (Part 2, Day One)
- ☐ Citations for the mini lecture Day One
- ☐ Citations for the mini lecture Day Two
- ☐ Citations for the mini lecture Day Three
- ☐ Citations for the mini lecture Day Four

- ☐ Certificates of Attendance

APPENDIX 7

USEFUL TIPS FOR THE INSTRUCTOR

1. At the beginning of each day inform the participants what they are going to do during the day.
2. Before running this course with real participants, try to do the suggested activities with language learners. This will allow you to understand the procedure, the dynamics and the timing. You will also get better prepared to answer the participants' questions on the activity.
3. In presenting this course, and in teaching in general, remember that each learner has his own pace; do not try to force them to take in what they are not prepared for.
4. Before starting the course, prepare index cards and posters with the quotes for the mini-lectures. After reading or reciting a quote hang up the corresponding poster on the wall, so that every one could read it. Leave the posters on the walls until the end of the course.
5. If the participants do not invest enough in the reflection activities, use some extra classroom activities from the lists in **Appendix 8** to give them more practical experiences.
6. If a question raised by a participant at some stage before the mini-lecture addresses it, tell them that you are going to address the question during the mini-lecture.
7. If the participants ask questions that have been addressed in the mini-lecture, it signals that they were either inattentive or did not understand some issues. In both cases you have the following options:

- to answer the questions yourself when they arise and spend as much time as necessary
- to answer the questions briefly when they arise and if it requires more time address the issue during the stage 'Reflection on the whole day'
- to ask other participants if they could answer the questions posed
- any combination of the above actions

In any case do not allow yourself to get drawn too far from the topic at hand. If you choose to ask other participants to answer the question asked by their group-mate, try to do it without embarrassing the one who asked.

8. It is difficult to predict the exact time for any reflection stage in this course due to the nature of this activity. The participants' energy may be high and they will invest more, and the activity may take more time. At other times, the participants' energy may be low due to different reasons: they have done too much reflection before, they are not used to this type of work, they are tired, etc. In any case, it would be good to try to find out the reason for their resistance. Then, you could choose one of the following options:
   - make the reflection stage shorter: use only reflection in small groups and then have the most active group report to the whole group, or use only whole group discussion and have the participants focus on the questions suggested in this paper. After that, present an activity from the list of extra activities (see **Appendices 8**).
   - use this situation to get the participants' feedback on the course
   - give the participants a short stretching break or present some short physical activity

In both cases of the participants' high and low energy, you should be flexible as to task at hand and as to the time you give the participants to do it.

9. If some participants voice any ideas for changing the course during the activity presentation or mini-lecture stages, show that they have been heard but don't respond beyond that. Address those ideas during the "Reflection on the day' stage. Analyze those ideas carefully and use the ones that can benefit the course. Be prepared to reject the ones that from your point of view will not benefit the course and give the reasons to the participants who suggested those ideas. Try to avoid time-consuming discussions that don't further the objectives of the presentation or the course in general. If necessary, arrange one-to-one sessions with individual participants. In any case, your decision for changing any element(s) of the course should be based on valid needs and be well-thought out. It is impossible to anticipate all possible scenarios. Observe the participants' learning attentively. It will give you the necessary clues.
10. Be prepared to face the feeling of your vulnerability during any stage. Some participants' comments might not be very favorable both to the course and/or yourself. [64]
11. For the sake of creating a learning community, make the participants aware of your feelings: both positive and negative.

---

[64] Read more on this issue in Charles Curran, Counseling-Learning in Second Languages (Apple River, IL: Apple River Press, 1976), 11,12,24,25.

APPENDIX 8 EXTRA ACTIVITIES

DAY ONE

1. **Family Tree.** Students draw their family trees and present them to one another in pairs or in a small group.

   The participants of this course can draw their 'learning to teach tree', i.e. who and what influenced their view of teaching. Then, they present their 'trees' to a small group.

2. **My Most Memorable Day.** Tell a small group about your most memorable day.

3. **Interview Your Partner and Tell Another Student.** Students work in pairs and interview their partners on a topic chosen, e.g. Neighborhood, Family, Job, Travelling, etc. Then, students change pairs and tell their new partner what they have just learned.

   The participants of the course can interview each other about their teaching contexts, favorite teaching approaches, methods, techniques, their learning experiences, etc.

4. **Concentration Game.** Students write vocabulary items, e.g. opposite adjectives, or beginnings and endings of target sentences on index cards, and put them face down on the desk. Students take turns and flip two cards at a time. If the language items on the cards match, they keep the cards. If the cards do not match, they are put back on the desk. The game finishes when all the cards have been taken from the desk.

   The participants of the course could write the name of a participant on one card and on another card the ending of a sentence describing the participant or quoting what he has told the group, etc.

DAY TWO

1. **Do What I Say.** Teach the students a number of commands (Cough three times. Flare your nostrils. Hitch up your pants. etc)[65]. Then, prepare several sets of index cards with the same commands or have the students do this. Divide the class into groups of 5 and give each group a set of the cards. Students pull a card at a time and read the command loudly to a student sitting next to them who has to do it.

   Another version: A student reads the command silently, does it and the rest of the group have to tell him what he did or is doing.

2. **What Did He Do?**, The teacher asks a student to do something, e.g. open the door.[66] Before he does it, ask the class "What is he going to do?" When he is opening the door, ask the class "What is he doing?" When he has opened the door, ask the class "What has he just done?" First, do this with the whole class. Then, have the students do the same in small groups.

3. **Interview About the Weekend.** To practice Yes/No questions and Simple Past students ask the teacher only Yes/No question about his weekend. The teachers answers can be only *Yes* or *No*, which will help students realize their mistake if they ask any other type of question, e.g. Wh- or alternative question. After each student has asked the teacher at least two or three questions, the students work in small groups and tell their group-mates what the teacher did on the weekend. Then, they ask Yes/No questions to each other in pairs.

4. **What Did He/She Say?** The teacher or a student initiates a chat (an informal talk) about any topic, e.g. *Last/Next Weekend, Summer Vacation, College, Music, Business, Books, Housework, etc.* The teacher keeps it running by asking questions about detail. Once in a while the teacher asks a student (preferably a shy or passive one) to retell what another student has just said: *What did he/she say?*

---

[65] This activity is based on the TPR (Total Physical Response) approach. For more read Ramiro Garcia, James Asher (Editor), Instructor's Notebook: How to Apply TPR for Best Results (Sky Oaks Production, Inc., 1996)

[66] I learned this Silent Way activity from Jack Millett, professor at SIT, Brattleboro, VT, USA.

DAY THREE

1. **Student-generated Cloze.** At the beginning of the lesson students work individually to copy a short familiar text on a separate sheet of paper. Simultaneously, they leave blanks for the lexical items they have selected on their own. The students write the selected items at random beneath the text. The teacher collects the clozes.
   At the end of the lesson the teacher hands out the clozes to their authors and asks them to fill in the blanks.
   Another version of this activity: At the end of the lesson the students work in pairs and exchange their clozes. They fill in the blanks, check their answers and explain the reasons for their choices of the lexical items when they were creating the cloze.
2. **Mind Maps**.[67] Students listen to a text and make a mind map of it. In pairs, they compare their notes. Then, they try to reconstruct the text using the vocabulary from their mind maps.
3. **Complete the Sentences.** Students are given selected sentences from a text they have heard/read before to complete with words or phrases (cloze), endings or beginnings of sentences.
4. **Rods Story.** The teacher tells a story using colored rods to build the setting. After each two or three sentences the teacher asks the students to recall what he has told them before.
5. **The Wrong Story.** The teacher does activity #4 and then, plays the tape with the same story, which is only different in some five or six details. The students are invited to compare the two versions and identify the differences.

[67] For more on mind maps see in Tony Buzan, The Mind Map Book (London: BBC Books, 1996)

DAY FOUR

1. **Tic-tac-toe (Naughts and Crosses).** The teacher draws the tic-tac-toe grid (3x3 squares) on the board and fills in the squares with the language items (vocabulary or structures) that he has planned to review. The class is divided in to two teams, one of the teams playing circles and the other team playing crosses. In turns, the teams choose a square to play and try to produce a sentence with the target language item. If the team's sentence is correct they win the square. If it isn't correct, the other team gets a chance to produce a sentence and win the square. The game finishes when one of the teams wins three squares lying on one line (horizontal, vertical or diagonal).
2. **What Have You Learned So Far?** After each twenty or thirty hours of class time students make lists of the lexical items and/or structures they have learned and put them on sheets of newsprint. The lists are hung on the walls. Everyone walks around, reads the lists to compare what they have learned with that of the other students.
3. **Visuals.** After the input session the teacher leaves the sheets of newsprint with the new vocabulary and/or structures on the walls for another week or two. The new language items are easily available for review/recycling.
4. **Definitions.** At the end of a thematic unit or after each twenty or thirty hours of class students work in pairs and give each other only definitions of the new vocabulary they have learned. Their partner has to tell the word that fits the definition.
   Another version of this activity: students each other ask up to twenty Yes/No questions to figure out the target vocabulary item.

To Whom It May Concern,

I would like permission to duplicate the following materials for instructional use in my thesis for Master of Arts degree in Teaching. This material will not be sold or used for any other purpose than the above stated.

Bibliographic citation: Hill, Leslie A. Intermediate Anecdotes in American English Oxford University Press, 1980.

Material to be duplicated: "Anecdote #12" (p24)
"Anecdote #21" (p42)
"Anecdote #25" (p50)

Reason: To demonstrate the teaching strategies for successful retention.
Distribution: It will be included as part of the thesis.

Thank you for your consideration of this request. If you have any further questions, please contact me at (212) 662-3200.
A self-addressed stamped envelope is enclosed for your convenience.

Sincerely,

Oleksandr Klyevanov, ESL instructor

PRODUCER REPLY:

Permission is hereby ✓ granted _____ denied.

Conditions, if any:_____

Company: Oxford University Press

By: Phebe Szatmari 212 726 6344

Date: 4/11/01

BIBLIOGRAPHY

1. Allen, Virginia F. Techniques in Teaching Vocabulary. New York: Oxford University Press, 1983.

2. Birdsall, Janis."Against the Odds and Close to the Bone" MA thesis, School for International Training, Brattleboro, VT, 1993.

3. Buzan, Tony. The Mind Map Book. London: BBC Books, 1993.

4. Buzan, Tony. Use Your Perfect memory. New York: Penguin Books Inc., 1991.

5. Calderwood, Patricia. Learning Community. Finding Common Ground in Difference. New York: Teachers College Press, 2000.

6. Carrell, Patricia and Eisterhold, Joan. "Schema Theory and ESL Reading Pedagogy", TESOL Quarterly, 17-4, December 1983.

7. Celce-Murcia, Marianne and Hiller, Sharon. Techniques and Resourses in Teaching Grammar. New York: Oxford University Press, 1988.

8. Celce-Murcia, Marianne and Larsen-Freeman, Diane. The Grammar Book. Boston, Mass.: Heinle & Heinle, 1999.

9. Clark, Raymond C. Index card Games for ESL. Brattleboro, VT: Pro Lingua Associates, 1992.

10. Curran, Charles. Counselling-Learning: A Whole Person Model for Education. New York: Grune and Stratton, 1972

11. Curran, Charles. Counselling-Learning in Second Languages. Apple River, IL: Apple River Press, 1976

12. Garcia, Ramiro and Asher, James (Ed.). Instructor's Notebook: How to Apply TPR for Best Results. Los Gatos, CA: Sky Oaks Production, Inc., 1996

13. Gattegno, Caleb. The Common sense of Teaching Foreign Language. New York: Educational Solutions, Inc., 1976.

14. Gattegno, Caleb. A Thousand Sentences. New York: Educational Solutions, Inc., 1995.

15. Gattegno, Shakti. What Has Learning to Do with the Teaching. New York: Educational Solutions, 1993.

16. Graves, Kathleen. Designing Language Courses: A Guide for Teachers. Boston, Mass.: Heinle & Heinle, 1999.

17. Karolides, Nicholas J. (Ed.). Reader Response in Secondary and College Classroom. London: Lawrence Erlbaum Associates Publishers, 2000.

18. Kolb, David. Experiential Learning.Englewood Cliffs, NJ: Prentice Hall, 1984.

19. La Forge, P.G. Counseling and Culture in Second Language Acquisition. Oxford: Pergamon, 1983.

20. Lewis, Michael. Implementing the Lexical Approach. London: Language Teaching Publications, 1997.

21. Liebowitz, Dorothy. Basic Vocabulary Builder. Chicago: National Textbook Company, 1988.

22. Liebowitz, Dorothy. Practical Vocabulary Builder. Chicago: National Textbook Company, 1988.

23. Lozanov, Georgi. "Interview: Georgi Lozanov and Evelyna Gateva," interview by Setsuko Iki (August 1992), The Language Teacher, Vol.XVII, No.7, July 1993.

24. Macdonald, Marion and Rogers-Gordon, Sue. Action Plans. Rowley, Mass.: Newbury House, 1984.

25. Minninger, Joan. Total Recall: How to Maximize Your Memory Power. New York: Fine Communications, 1993.

26. Moskowitz, Gertrude. Caring and Sharing in the Foreign Language Class. Boston, Mass.: Heinle & Heinle, 1978

27. Palmer, Parker J. The Courage To Teach. San Francisco, CA: Jossey-Bass Publishers, 1998

28. Palmer, Parker J. To Know As We Are Known. San Francisco, CA: Harper San Francisco, 1993

29. Rardin, Jennybell and Tranel, Daniel. Education in a New Dimension. East Dubuque, IL: Counseling-Learning Publications, 1988

30. Richards, J. and Rodgers, T. Approaches and Methods in Language Learning. New York: Cambridge University Press, 1997.

31. Rinvollucri, Marrio. Grammar Games. New York: Cambridge University Press, 1999.

32. Silvers, Stephen and Asher, James. Command Book: How to TPR 2,000 Vocabulary in Any Language. Los Gatos, CA: Sky Oaks Production, Inc., 1998.

33. Stevick, Earl. Memory, Meaning and Method. Boston, Mass.: Heinle & Heinle, 1996.

34. Stevick, Earl W. Working with Teaching Methods: What's at Stake?. Boston, Mass.: Heinle & Heinle, 1998.

35. Tirone, Patricia L. A Glimpse Into the Counseling-Learning Approach to Community Language Learning.Ft. Lee, NJ: Counseling-Learning Publications, 1985.

36. Ur, Penny and Wright, Andrew. Five-Minute Activities. New York: Cambridge University Press, 1992.

37. Ur, Penny. Discussion That Work: Task Centred Fluency Practice. New York: Cambridge University Press, 1981.

38. Zelman, Nancy E. Conversation Inspirations. Brattleboro, VT: Pro Lingua Associates, 1996